



Washington State Department of

Early Learning

Professional **D**evelopment **P**athways

Trainer Approval Board Manual



November 2015

Introduction

In January 2012, the Department of Early Learning (DEL) announced a new trainer approval process for state-approved trainers. In the summer of 2015, DEL transitioned to a revised trainer approval process. This manual includes information about the revised process. The main purpose of the trainer approval process is to promote quality training opportunities around the state, establish a consistent process for reviewing all trainers and ensure that all trainings are grounded in the state's core competencies and early learning guidelines.

Goals:

- To increase the number of high quality trainings available to early learning and school age professionals across the state of Washington
- To establish an efficient and timely process for observing trainers and approving applications
- To create a process that is easily communicated and transparent to trainer applicants

About the Trainer Approval Board

The role of the Trainer Approval Board is to advise DEL on trainer policies and to observe trainer applicants, making recommendations for approval as well as mentoring and teaching trainers. The board is made up of professionals in higher education, community-based training, state agencies, and other professional organizations.

How to Become a Member of the Board

If you are an expert in adult education (or other topics relevant to early care and education), and you would like to join the Trainer Approval Board, please complete the application form in **Section 2** of this manual. Submit both the form and your resume to the Department of Early Learning at training@del.wa.gov. If DEL approves your application and you become a board member, you'll also be eligible for contracts related to the board's duties (i.e. observation of trainer applicants).

How to Use this Manual

This manual includes policies and documents for those who review applications, observe trainers and offer feedback to the Washington State Department of Early Learning. It also includes all the forms that must be submitted by those who want to apply to become state-approved trainers. *(Note: Many of the links that you see on the following pages are not actively linked to the website. Instead of clicking on them, you will need to type these website addresses into your web browser window.)*

- **SECTION 1** contains the documents and forms that must be submitted by applicants seeking to become state-approved trainers.
- **SECTION 2** contains the Trainer Approval Board application, as well as instructions and forms for those who will observe and evaluate applicants who want to become state-approved trainers.
- **SECTION 3** contains organization trainer mentor forms and instructions.
- **SECTION 4** contains additional resources for state-approved trainers.

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Section 1—Apply to Become a State-approved Trainer

For those who want to become state-approved trainers, the first step is to download the registration forms from the Department of Early Learning (DEL) website. The applicant must also submit a Core Competency Demonstration form and a resume. The revised process lists trainer-approval levels based on the *Washington State Core Competencies for Early Care and Education* and the *Core Competencies for Child and Youth Development Professionals* (school-age care). Copies of the necessary forms, including the checklist, are reproduced below. The applicant should print out the necessary forms, complete the forms by hand, then mail them to training@del.wa.gov.

List of Forms and Documents in Section 1

- Trainer Approval Process: Instructions
- Trainer Applicant Approval Checklist
- Trainer Applicant Registration Form
- Core Competencies Demonstration Form
- Instructions for Core Competency Demonstration Form
- Trainer Observation Rubric

(Note: Many of the links that you see on the following pages are not actively linked to the website. Instead of clicking on them, you will need to type these website addresses into your web browser window.)

Trainer Approval Process: Instructions

Applying to become a state-approved trainer is easy:

- 1** Go to the Trainer and Training Approval page on the Department of Early Learning (DEL) website (<http://www.del.wa.gov/Professional/approval.aspx>). Download the six documents and forms listed at the top of the page. (See the overview below to learn more).
- 2** Fill in the *Trainer Applicant Registration* form and the *Core Competency Demonstration* form. Submit both forms to DEL at training@del.wa.gov.
- 3** DEL will arrange an in-person review of your skills and qualifications. For this, DEL will:
 - Schedule a trainer-coach to observe you teaching a class for adult learners.
 - Email the documents in advance so you'll know which competencies the coach will observe.
 - Provide feedback along with approval information following the observation.

DEL bases approval on a combination of your experience and education. We'll also approve you as a trainer according to your level of competency in each of the core competency areas.

Overview of Forms and Documents

1. *Trainer Applicant Approval Checklist*: helps you to keep track of the items that are required for approval and check them off as you complete them.
2. *Trainer Applicant Registration Form*: captures the information required in MERIT to set up a trainer account. Once you submit this form, DEL will arrange for a trainer-coach to observe you teaching a class.
3. *Core Competency Demonstration Form*: allows you to list your experience and training in particular core competency areas. Members of the Trainer Approval Board will review this form to determine your qualifications and competency levels in each area.
4. *Instructions for Core Competencies Demonstration Form*: offers examples of experience and education to help you fill out the Core Competencies Demonstration form.
5. *Trainer Observation Rubric*: will be used by the person who observes your class to document and score your skills when you teach adults.
6. *Trainer Competencies in Washington State*: explains the foundational skills and knowledge expected of those who teach adults; trainer competencies are used to support the professional development of trainers in Washington State.

Still have questions? Contact training@del.wa.gov or ask your organization trainer mentor.

Trainer Applicant Approval Checklist

Prior to submitting your completed application to the Department of Early Learning (DEL), please make sure that you have completed the items below. If you have any questions, please email the Professional Development team at training@del.wa.gov for further guidance.

<input type="checkbox"/> Applicant Registration Form	Please be sure that you have completed the Applicant Registration form and emailed it to DEL at training@del.wa.gov
<input type="checkbox"/> Core Competency Demonstration Form	Please be sure that you have completed and emailed the Core Competency Demonstration form.
<input type="checkbox"/> Resume	Please email a copy of your most current resume or curriculum vitae to training@del.wa.gov . Please include two references we can contact who have observed you training or have been part of your training.
<input type="checkbox"/> Trainer Modules	The nine trainer modules were created with state-approved trainers in mind. They teach fundamental skills that your observer will look for during your observation. We recommend that you complete these modules prior to your observation; however, you have up to six months after becoming approved to complete the modules. They can be found here: http://deltraining.com/ .
<input type="checkbox"/> My Education Application	<p>Prior to being approved, we ask that you please complete the “My Education” application in MERIT. By completing the “My Education” application, you could qualify for an education award.</p> <p>Please refer to the <i>Five Easy Steps</i> for more information: http://www.del.wa.gov/publications/PD/docs/FiveEasyStepsEnglish.pdf or email the MERIT Support team at merit@del.wa.gov.</p>

Trainer Applicant Registration Form

training@del.wa.gov



Washington State Department of

Early Learning

Professional Development Pathways

Applicant Information

Name:

Phone Number:

STARS ID Number:

If you don't have a STARS ID number, sign up here:

<http://merit.del.wa.gov/>

For questions, please contact the MERIT Support team at merit@del.wa.gov.

Email Address:

Permission to Submit your Trainer Application: During DEL's pilot approval phase we will be submitting the trainer application on behalf of the applicant; this means that we'll need to access your MERIT account. Do we have your permission to reset your password and then email you a new one?: ☐ Yes or ☐ No

Training Philosophy: In 100 words or less, please describe to us your teaching philosophy by using keywords about your methods in teaching adults. (Your training philosophy is available for public view in the trainer search; it is not part of the scored application. It is intended to give prospective participants a sense of how you approach training creation and delivery.)

Instruction to Audience (Check all audiences for which you are qualified and willing to deliver training):

- ☐ Administrators ☐ Child Care Center ☐ ECEAP ☐ Family Home ☐ FFN ☐ Head Start
☐ High School Students ☐ Military ☐ Parents/Relatives ☐ School-Age ☐ Trainers ☐ Tribal Nations
☐ K-12 Educators ☐ P-3 Educators ☐ All

Select Languages that You're Willing to Train in: ☐ American Sign Language ☐ Amharic ☐ Arabic

- ☐ Cambodian ☐ Chinese-Cantonese ☐ Chinese-Mandarin ☐ English ☐ French ☐ German
☐ Japanese ☐ Korean ☐ Oromo ☐ Punjabi ☐ Russian ☐ Samoan ☐ Somali ☐ Spanish
☐ Tagalog ☐ Ukrainian ☐ Vietnamese ☐ Other (Please list) _____

Select Counties that You're Willing to Train in: ☐ Adams ☐ Asotin ☐ Benton ☐ Chelan ☐ Clallam

- ☐ Clark ☐ Columbia ☐ Cowlitz ☐ Douglas ☐ Ferry ☐ Franklin ☐ Garfield ☐ Grant
☐ Grays Harbor ☐ Island ☐ Jefferson ☐ King ☐ Kitsap ☐ Kittitas ☐ Klickitat ☐ Lewis ☐ Lincoln
☐ Mason ☐ Okanogan ☐ Out of State ☐ Pacific ☐ Pend Oreille ☐ Pierce ☐ San Juan ☐ Skagit
☐ Skamania ☐ Snohomish ☐ Spokane ☐ Stevens ☐ Thurston ☐ Wahkiakum ☐ Walla Walla
☐ Whatcom ☐ Whitman ☐ Yakima ☐ Other (Please list) _____

Other Information			
Experience Delivering Instruction to Adults	Please give us a few examples of your experience delivering instruction to adults. <input type="checkbox"/> Higher education instructor <input type="checkbox"/> Facilitated a learning community <input type="checkbox"/> Conference presenter <input type="checkbox"/> Member of a board <input type="checkbox"/> Taught a class for adults <input type="checkbox"/> President of an organization <input type="checkbox"/> Other (please list)		
Employment Information	Please indicate your relevant experience working within your specialty area. Applicants should document the most recent and relevant experience.		
	Employer:	Start Date:	End Date (if applicable):
	Telephone Number:	Address:	City:
	State:	Zip Code:	Job Title:
	Description:		
Areas of Expertise	Please add other topics that you are qualified to teach or interested in delivering trainings on. Examples include: STEM, Environment Rating Scale (ERS), Autism, etc.		
Resume	Please email a copy of your most current resume or curriculum vitae to training@del.wa.gov . Please include two references we can contact who have observed you training or have been part of your training.		

Assurances

- ☐ I have read, fully understand, and continue to abide by the NAEYC Code of Ethics Supplement for Adult Educators: <http://www.naeyc.org/files/naeyc/file/positions/ethics04.pdf>.
- ☐ I do not have a documented history of misrepresentation of credentials or other unethical conduct as it relates to licensing or professional development in Washington state.
- ☐ I have never been disqualified—based on a background check—from having unsupervised access to children, juveniles or vulnerable adults. I have never received a notice or order from a court or government agency stating that I have or may have physically abused, sexually abused, neglected, abandoned, or exploited a child, juvenile or vulnerable adult.
- ☐ I agree to provide a certificate of completion at the time of the training to each participant who meets the requirements of the course; the certificate will include the participant's name, the trainer's name and organization (if applicable), the title of the training, date(s) of training, and a list of the core competency areas and hour(s) satisfied by the training.
- ☐ I consent to participation in further training review, including a request for additional training information and/or on-site monitoring of trainer qualifications.

Name: _____

Date: _____

Signature: _____

Core Competency Demonstration Form

training@del.wa.gov



Washington State Department of
Early Learning

Professional **D**evelopment **P**athways

Applicant Information

Name: _____ STARS ID: _____

Email: _____ Phone: _____

Select the core competencies for which you would like to be considered for approval:

Washington State Core Competencies for Early Care and Education Professionals

- ☐ Child Growth & Development
- ☐ Curriculum & Learning Environment
- ☐ Ongoing Measurement of Child Progress
- ☐ Family & Community Partnerships
- ☐ Health, Safety & Nutrition
- ☐ Interactions
- ☐ Program Planning & Development
- ☐ Professional Development & Leadership

Core Competencies for Child and Youth Development Professionals

- ☐ Child/Adolescent Growth & Development
- ☐ Learning Environment & Curriculum
- ☐ Child/Adolescent Observation & Assessment
- ☐ Families, Communities, & Schools
- ☐ Safety & Wellness
- ☐ Interactions with Children/Youth
- ☐ Program Planning & Development
- ☐ Professional Development & Leadership
- ☐ Cultural Competency and Responsiveness
- ☐ Youth Empowerment

Early Care and Education (ECE) Core Competency Demonstration (ECE is defined as birth through age eight.)	
CORE COMPETENCY AREA	<i>For each core competency, please describe in 150 words or less how your background has prepared you to train in each area.</i>
Child Growth & Development	
Curriculum & Learning Environment	
Ongoing Measurement of Child Progress	
Families & Community Partnerships	
Health, Safety & Nutrition	
Interactions	
Program Planning & Development	
Professional Development & Leadership	

Child and Youth Development (school-age) Core Competency Demonstration
(School-age is defined as age 5 through age 12.)

<i>CORE COMPETENCY AREA</i>	<i>For each core competency, please describe in 150 words or less how your background has prepared you to train in each area.</i>
Child/Adolescent Growth & Development	
Learning Environment & Curriculum	
Child/Adolescent Observation & Assessment	
Families, Communities & Schools	
Safety & Wellness	
Interactions with Children & Youth	
Program Planning & Development	
Professional Development & Leadership	
Cultural Competency & Responsiveness	
Youth Empowerment	

Instructions for the Core Competency Demonstration Form

training@del.wa.gov



State-approved trainers are committed to having a working knowledge of the core competencies and to incorporating them into all trainings. (To learn more about core competencies, see the summary at the end of this document.)

The information that you enter on the Core Competency Demonstration form is valuable and will influence your trainer-level in each competency area.

How to Complete the Core Competency Demonstration Form

1. Fill in the applicant information section at the top of the form.
2. Decide if you want to be approved as an early care and education trainer, as a child and youth development (school-age) trainer, or as both; then check the appropriate box(es) to indicate the competencies for which you seek approval.
3. Complete the applicable chart: *Early Care and Education (ECE) Core Competency Demonstration* or *Child and Youth Development (school-age) Core Competency Demonstration*). Fill in both charts if you want approval for competencies in both categories.
 - a. If the same information applies to more than one area, you may copy and paste it so that it appears in every relevant section of the chart.
 - b. You may leave some areas blank: This will indicate that you don't intend to be approved as a trainer in that competency area.

Additional Tips

As you complete the chart(s), list experience and education that has prepared you as a trainer. Here are some ideas of information to include:

- work experience with adults or children that has impacted your training skills and knowledge
- education and trainings that you have received and training that you have delivered
- your ability to honor diverse cultures
- your ability to adapt your curriculum, content, and materials to meet the needs of adult learners
- skills and abilities that may not be on your resume, but that you want the Trainer Approval Board to know about

EXAMPLES

In this section, you'll find examples of the Early Care and Education (ECE) Core Competency Demonstration chart. The blue text in the right-hand column shows how an applicant might fill in an area and what the content might look like as it relates to the core competency level of approval.

Example 1—This example shows what several different people with different experience and education might write for one competency area (*Curriculum & Learning Environment*). The descriptions reflect the input of different people in order to show how skills may vary at each of the five levels. (To learn more about the five levels, see the notes at the end of this document.)

Example 2—The second example shows how a single person might fill out the entire Early Care and Education (ECE) Core Competency Demonstration chart.

As you review the examples, keep in mind that each competency level builds on the previous one. For example, a trainer assessed at level 3 will have demonstrated proficiency at levels 1–2 as well.

Early Care and Education (ECE) Core Competency Demonstration (ECE is defined as birth through age eight.) [EXAMPLE 1]	
CORE COMPETENCY AREA	<i>For each core competency, please describe in 150 words or less how your background has prepared you to train in each area.</i>
Curriculum & Learning Environment	[Core Competency Level 1 Example] Can demonstrate effective classroom arrangement and curriculum design to encourage learning and decrease disruptions; based on 2 college classes on curriculum and environments. Attended creative curriculum training and implemented it in my classroom with the help of our center director. Assisted new employees with arranging their classrooms. Child care lead teacher for 6 years.
Curriculum & Learning Environment	[Core Competency Level 2 Example] ECEAP teacher for 15 years. Plan curriculum for children promoting physical activity. Teach "I am Moving, I am Learning" and "Let's Move Child Care" classes for conferences after completing Train the Trainer classes. Earned WA State Stackable ECE Short Certificate including classes on curriculum development, environments, and physical activities. Teach a monthly class for adults at my church.

Early Care and Education (ECE) Core Competency Demonstration
(ECE is defined as birth through age eight.)

[EXAMPLE 1 CONTINUED]

CORE COMPETENCY AREA

For each core competency, please describe in 150 words or less how your background has prepared you to train in each area.

Curriculum & Learning Environment

[Core Competency Level 3 Example]

Lead teacher in a Head Start program implementing national learning with standards from Head Start and NAEYC; supervise assistant teacher with daily implementation of curriculum and adjustments to learning environment to meet the needs of all children; build on child experiences to encourage a cooperative classroom and support the diversity of our families. Earned AA degree in ECE, working towards a BA. Taught a class at WAEYC conference on individualizing curriculum and one on using curriculum to support diverse families. Mentor staff on implementing CLASS and ERS.

Curriculum & Learning Environment

[Core Competency Level 4 Example]

Utilize Early Learning Guidelines and child assessments to plan individualized activities for children. Supervise a large child care center and create/supervise curriculum development for staff. Lead staff meetings and help teachers set goals in curriculum and learning environment. Earned a BA in ECE with a minor in Spanish so I can communicate with monolingual families. Worked as an Early Achievers coach and assisted child care directors in setting goals for individualizing instruction based on the child's culture, learning style and assessments.

Curriculum & Learning Environment

[Core Competency Level 5 Example]

Reliable in the Environmental Rating Scale (ERS) for Infants and Toddlers; taught three ECE courses for a local university on birth to three learning environments; supervised and mentored early learning coaches working in a monolingual Spanish community; delivered training for local child care centers, family child care programs and school district preschool; led community research and needs assessments around improving learning environments, leading to monetary awards and coaching for implementation. Earned a master's degree in adult education.

<p>Early Care and Education (ECE) Core Competency Demonstration (ECE is defined as birth through age eight.) [EXAMPLE 2]</p>	
CORE COMPETENCY AREA	For each core competency, please describe in 150 words or less how your background has prepared you to train in each area.
Child Growth & Development	<p>[Core Competency Level 2 Example] Work with Head Start team to screen and identify risk factors, delays or disabilities at beginning of school year. Created adaptations for multiple children over the years to accommodate their learning needs. Co-taught a class on working with children with special needs in early learning settings. Completed a WA State ECE Initial Certificate plus additional college credits.</p>
Curriculum & Learning Environment	<p>[Core Competency Level 2 Example] Completed a 5-credit class on curriculum development and design; individualized lessons for the children in my class. Use the environment as a teacher and select appropriate materials for the children in our classroom. Mentor new staff in lesson planning, individualizing, ERS and CLASS. Completed a WA State ECE Initial Certificate plus additional college credits.</p>
Ongoing Measurement of Child Progress	<p>[Core Competency Level 2 Example] Attended multiple trainings for Head Start staff, including TS Gold and Ages and Stages. Co-taught several classes for Head Start staff using Early Learning Guidelines with families and the Ages and Stages assessment. Completed a WA State ECE Initial Certificate plus additional college credits on child assessment.</p>
Family & Community Partnerships	<p>[Core Competency Level 2 Example] Actively implement methods that build cultural awareness between families in my Head Start classroom where I am an assistant teacher. I share these ideas in staff meetings and events for our community. PTA president at my son's school.</p>
Health, Safety & Nutrition	<p>[Core Competency Level 2 Example] Attended Train the Trainer on physical activity. Taught these classes to staff. Earned a WA State ECE Initial Certificate. Teach adult exercise class at YMCA.</p>
Interactions	<p>[Core Competency Level 2 Example] I adapt the learning environment to minimize potential challenging behaviors. I encourage many teacher directed and free play outdoor activities to help children exercise and move their bodies, which boosts positive interactions. Created many original low cost outdoor games and activities.</p>
Program Planning & Development	N/A
Professional Development & Leadership	<p>[Core Competency Level 2 Example] Community leader at my son's school and local YMCA. Demonstrate leadership in the community by organizing fitness events and community engagement. Volunteer as a soccer coach, leading parents in activities for their children, developing myself as a leader of adults.</p>

What are the core competencies?

Core competencies describe the knowledge and skills that early learning professionals should acquire. By understanding and applying the core competencies, trainers are better able to plan, organize and deliver high quality training for adults. To learn more about core competencies:

- Go to <http://www.del.wa.gov/Professional/core.aspx> and download *Core Competencies for Early Care and Education Professionals* or *Core Competencies for Child and Youth Development Professionals*.
- Take the core competency online course. This course is one of nine trainer-approval courses. Go to <http://deltraining.com/> to register.

What are the levels of competency?

The five levels of competency start at level 1 with the basic skills necessary to enter the field of early care and education (ECE). Each level up encompasses a more advanced stage of academic preparation and more varied experience. Caregivers and teachers progress from one level to the next through a combination of formal and/or informal study and reflection on practice. Caregivers and teachers may have skills at varying levels in different areas depending on their roles, setting and experience.

The five levels are cumulative. For example, a caregiver or teacher working at Level 3 has knowledge and skills to meet the competencies at Levels 1, 2, and 3. At all levels, caregivers and teachers who care for and educate young children continue their participation in professional development activities and increase their knowledge and skills within each of the content areas. Even caregivers and teachers who reach Level 5 are encouraged to continue their professional development and growth.

- **Level 1:** This level sets the foundation for early care and education and includes the basic knowledge and skills expected of a professional in the early care and education field.
- **Level 2:** Practitioners at this level have acquired knowledge and skills comparable to a Child Development Associate credential or a Washington State Stackable ECE Certificate (Initial, Short or State ECE Certificate).
- **Level 3:** Practitioners at this level have knowledge and skills commensurate with an associate's degree in early childhood education or child development.
- **Level 4:** Practitioners at this level have knowledge and skills commensurate with a bachelor's degree in early childhood education or child development.
- **Level 5:** Practitioners at this level have knowledge and skills commensurate with an advanced degree in early childhood education or child development.

How does the Department of Early Learning (DEL) use the levels of competency?

DEL has removed the labels that we have previously tied to the approval process in order to highlight the competencies and qualifications of trainers. Now, DEL approves trainers based on their proficiency in the eight core competency areas. This allows us to emphasize each trainer's competencies and knowledge, making it possible to find a stronger match between those who need training and each trainer's knowledge and skills.

Trainer Observation Rubric



Washington State Department of
Early Learning

Professional **D**evelopment **P**athways

Trainer Name:

Training Title:

Training Reviewer:

Core Competency Area(s):

Training Level:

*Category Scores

1-Minimal

2-Somewhat

3-Completely

1. PROFESSIONALISM

1A. Creates a safe, welcoming environment

*Score _____

Examples of competencies in practice:

- Arrives on time; sets up and begins on time
- Greets participants as they arrive; places them at ease
- Introduces her/himself, shares professional background, and offers contact information, if appropriate
- Welcomes participants; performs introductions as appropriate
- Represents the field favorably: Conducts self in a respectful manner, offers current knowledge, and demonstrates confidentiality

Comments:

1B. Demonstrates respect for individual/audience needs

*Score _____

Examples of competencies in practice:

- Listens actively and is responsive to needs and questions
- Shows interest in new ideas and respects differing viewpoints
- Encourages participants' contributions to learning

Comments:

1C. Respects the diversity of the participants and demonstrates cultural sensitivity		*Score _____
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Respects differences and encourages dialogue between learners from different cultures • Facilitates communication that is culturally relevant and unbiased • Provides intentional instruction and discussion about a culturally rich learning environment 		
Professionalism Score _____ /9		

2. FACILITATION—ADULT LEARNING PRACTICES		
2A. Creates a room arrangement that is comfortable and appropriate for adults		*Score _____
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Posts signs to direct attendees to the room (if needed) • Ensures that seating is adult-sized and arranged so that all participants can see and hear the trainer and feel as if they are part of the group • Minimizes controllable distractions • Offers comfort in the training environment when possible (for example, adjusts temperature and lighting, plays music as appropriate, offers table fidgets) • Provides extra supplies, such as pens, sticky notes, and name tents • Displays materials relevant to the training, such as books, toys, and resource materials/handouts 		
2B. Delivers training using characteristics of effective speaking		*Score _____
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Is enthusiastic and confident when delivering training • Presents self in an open, welcoming posture • Uses gestures, body language, and facial expressions naturally and effectively • Spends minimal time behind a podium; moves around if possible to interact with participants 		

<ul style="list-style-type: none"> • Speaks neither too quickly nor too slowly; neither too loudly nor too softly • Stimulates thinking through verbal enhancers (such as analogies and comparisons) • Uses humor appropriately 	
2C. Creates group agreement and seeks group input	
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> • Facilitates group agreement about ground rules for the session; posts the rules during the training • Checks in with the group regarding the pace, content and learning goals of the training 	
2D. Incorporates collaborative activities to facilitate group interaction	
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> • Encourages interaction and discussion among participants by facilitating frequent and regular group processing (for example, by means of pair-share, small groups, chart-paper contributions, and large group debriefings and discussions) • Encourages constructive conversations and furthers the discussion by asking open-ended questions • Offers opportunities for participants to interact with others they may not typically work with • Utilizes active learning techniques 	
2E. Keeps the training focused	
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> • Presents agenda/outline at the beginning, but retains some flexibility to support learners' needs • Allots time appropriately to meet objectives and complete necessary assessments • Stays on task, keeping participants engaged and bringing the group back if discussion goes off topic • Uses alerts or other mechanisms (i.e. bells, chimes) for transitions or gaining attention • Starts and ends promptly and offers timely breaks 	

2F. Manages unforeseen situations		*Score _____
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Thinks quickly and reacts appropriately to unexpected questions and situations • Manages impact of sensitive materials • Calms disturbances • Eases embarrassments • Manages unexpected technological challenges 		
Facilitation Score _____ /18		

3. INSTRUCTIONAL DESIGN		
3A. References the state of Washington or other supporting documents		*Score _____
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Presents material that is grounded in current research and best practices; includes relevant citations on handouts and PowerPoint slides • Includes Washington's core competencies in the course information • Aligns the course description and learning objectives with the core competency areas listed; makes sure the description and objectives support the core competency areas • Includes the Washington State Early Learning Guidelines and other state resources when applicable • Exhibits knowledge in relevant content areas and related core competencies 		
3B. Includes active learning experiences and both guided and independent practice in the design		*Score _____
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Chooses activities that are relevant to the training and to real-work settings • Provides various methods for interacting with the material; honors learning styles and cultural differences by giving attendees options and letting them choose how they will participate (when applicable) • Circulates and quietly checks for understanding as attendees work in small groups or engage in activities 		

<ul style="list-style-type: none"> Provides participants with: <ul style="list-style-type: none"> Time to apply the content in meaningful ways Opportunities both for guided practice and for using information independently 	
3C. Engages the participants and shares training goals	
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> Hooks participants with an interesting story, statistic, fact or case study Adapts activities or inserts breaks or energizers as needed to maintain interest and motivate 	
3D. Provides clear and accurate instructions and demonstrations	
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> Uses various methods (such as verbal instructions, confirmation from participants, instructions and notes on flipcharts or white board, PowerPoint slides, and handouts) to ensure that participants understand directions Provides a demonstration of a task prior to asking the participants to perform the task Offers opportunities for participants to practice new skills and ask questions 	
3E. Makes use of supporting materials—including technology—to enhance learning	
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> Is prepared with the materials needed When using PowerPoint, applies adequate spacing and font size, includes suitable pictures and color, and makes sure that slides are free of errors Prepares handouts that are clear, succinct, appealing, and easy to read Operates media devices in an efficient manner (clicks through the slides at the correct time, has videos cued to correct sequence, ensures that audio works correctly, and so on) Allows necessary time for participants to take notes or provides copies of PowerPoint slides Provides resources for future reference, such as websites, community resources and books 	

3F. Provides closure (sums up) when moving from one content area to the next		*Score _____
Examples of competencies in practice:	Comments:	
<ul style="list-style-type: none">• Arranges content/information in manageable, measurable blocks• Adopts a logical format that is easy to follow• Incorporates reflection activities		
Instructional Design Score _____/18		

4. EVALUATION AND ASSESSMENT (PRE & POST)		
4A. Assesses the prior learning of participants before beginning the training		*Score _____
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Discovers (by means of discussion, activity, pre-test, game, etc.) what participants already know about the topic • Gathers participants' questions by posting on the 'Parking Lot' (flip chart) • Conducts an activity to activate prior knowledge of the concepts being presented (scaffolding) 		
4B. Checks for understanding throughout the delivery of the training (formative)		*Score _____
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Asks questions to ensure understanding after she/he presents each main concept or objective • Provides sufficient time for response • Addresses misunderstandings • Devises activities that will provide feedback about the learners' understanding of the concepts • Monitors conversation in small groups and intervenes if necessary 		
4C. Summarizes main concepts and reviews objectives at the conclusion of the session (summative)		*Score _____
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Asks for participants' input (by means of an activity or discussion) when summarizing main concepts 		

4D. Uses appropriate methods for assessing training outcomes		*Score _____
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Uses several types of assessment to measure learning (discussions, activities, quizzes, reflection, flip-chart work, projects, evaluations) 		
Evaluation and Assessment Score _____ /12		

SCORING SUMMARY																	
Scoring Instructions: 57 points possible; 45 points required for approval																	
<table border="1"> <thead> <tr> <th>Category Summary</th> <th>Section Score</th> <th>Required for Approval</th> </tr> </thead> <tbody> <tr> <td>Professionalism</td> <td></td> <td>6/9</td> </tr> <tr> <td>Facilitation</td> <td></td> <td>15/18</td> </tr> <tr> <td>Instructional Design</td> <td></td> <td>15/18</td> </tr> <tr> <td>Evaluation and Assessment</td> <td></td> <td>9/12</td> </tr> </tbody> </table>	Category Summary	Section Score	Required for Approval	Professionalism		6/9	Facilitation		15/18	Instructional Design		15/18	Evaluation and Assessment		9/12		
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Approval Recommendation _____ (approved or denied)																	
Professional Development Required? If so, in what area(s) _____																	
Please give recommendations on Core Competency Demonstration document as well.																	

Feedback from reviewer for training applicant:

Section 2—Observe and Evaluate Applicants for Trainer Approval

Once the trainer applicant submits his or her resume and completed registration and Core Competency Demonstration forms to training@del.wa.gov, DEL will email the applicant a copy of the observation rubric (below) for review and will initiate the following trainer approval process:

1. DEL contacts a member of the Washington State Trainer Approval Board to request an observation. The board member is selected based on availability, location and areas of expertise.
2. The board member is emailed a copy of the applicant's completed Core Competency Demonstration form, along with contact information for the applicant.
3. The board member contacts the applicant to set up an observation of the applicant teaching a class for adult learners.
4. After observing the applicant, the board member emails DEL the completed observation rubric along with the Trainer Approval Board Review form (with details regarding core competency area and level of approval). Feedback for the applicant is included at the end of the observation rubric. Comments within the observation are confidential and give DEL staff background for the scores listed in the rubric and feedback if they need to offer coaching to the applicant. (You'll find copies of the review form and instruction sheets in this section of the manual.)
5. DEL contacts the applicant and shares feedback written by the board member at the end of the rubric. If the applicant is approved, DEL sends a welcome packet and creates a trainer tab in MERIT.
6. If the applicant has not been recommended for approval, DEL staff will go over feedback and suggest available professional development opportunities to improve the applicant's skills in teaching adults.
7. Some trainer applicants will be observed by organization trainer mentors (OTMs), who enter the training information into MERIT under their own trainer tab to award STARS credit.
8. The Trainer Approval Board member or organization trainer mentor may need to gently assist the trainer applicant during training if unforeseen circumstances occur in order to assure quality training for the participants.

List of Forms and Documents in Section 2

- Application for Washington State Trainer Approval Board (TAB)
- Trainer Observation Rubric Scoring Instructions
- Trainer Observation Rubric Example
- Poor Quality Trainer Observation Rubric Example
- Scoring the Core Competencies Demonstration
- Trainer Approval Board Review Form

Application for Washington State Trainer Approval Board



The Washington State Trainer Approval Board consists of experts in adult learning and/or topics that are foundational for early care and education or school age care professionals. If you would like to become a member of the board, please complete and sign this application.

Trainer Approval Board members fill a variety of roles in the trainer approval process. Each board member may select the roles that they wish to fulfill as a member of the board:

Check if you agree	Outline of Proposed Trainer Approval Board Members' Roles and Responsibilities
1. _____	Observe trainer applicants as they teach adult learners, completing the observation rubric with summary feedback for the applicant: The board member agrees to uphold the Washington State Department of Early Learning (DEL)'s commitment to high quality training and consistent applicant review. The board member will offer feedback to DEL regarding the observation and will recommend approval or denial based on observation and materials received. The board member will meet with Department of Early Learning (DEL) staff to receive training on the use of the DEL trainer review forms and adult education design and facilitation. The board member understands that some travel and evening or weekend observations may be requested.
2. _____	Observe the applicant a second or third time after suggested professional development efforts, if needed, and assessment improvement in training delivery.
3. _____	Review online training applications using the DEL rubric.
4. _____	Review paper or video training applications and recommend approval or denial using the DEL rubric. Offer feedback to applicants by providing anonymous comments on the rubric.
5. _____	Operate as an advisor to DEL on the state trainer approval system. The board member agrees to meet quarterly, or as needed, via email, webinar or in person, giving feedback on board forms and policy.
6. _____	Be willing to mentor or offer professional development opportunities to new trainers, as available, either electronically (using conference call or webinar) or in person. This could be one-on-one or in a group setting.

- Prospective board members will submit a **resume or written summary** of their experience and education, stating their background and preparation to review adult educators' skills and knowledge.
- Each applicant will read the NAEYC Code of Ethical Conduct Supplement for Adult Educators and agree to uphold the ideals and principles in the Code.
http://www.naeyc.org/positionstatements/ethical_conduct
- Each board member agrees to schedule an observation with the applicant and to process the paperwork in a timely manner, emailing paperwork to DEL **within a week** of the observation. If the board member is unable to observe the applicant or review the application, the board member will communicate with DEL as soon as possible.
- Trainer Approval Board members hold their reviews and recommendations in the strictest confidence. Members may not discuss trainer reviews except with DEL staff, or at an agreed upon consultation with another board member. By signing this application, board members agree to strict confidentiality and professionalism in their role as board members.
- The board member understands that information shared with DEL becomes public record and some information in public records is available to the general public upon request.
- The board member understands that all forms and documentation submitted to DEL will become the property of DEL, and forms and documentation will not be returned.

Name (please print) and Date

Signature

Contact phone number:

Contact email address:

Affiliated organization name, if applicable:

Please list your areas of expertise for observing applicants:

Check the counties that you're willing to observe in:

- | | | |
|--|--|--|
| <input type="checkbox"/> Asotin County | <input type="checkbox"/> Clark County | <input type="checkbox"/> Ferry County |
| <input type="checkbox"/> Benton County | <input type="checkbox"/> Columbia County | <input type="checkbox"/> Franklin County |
| <input type="checkbox"/> Chelan County | <input type="checkbox"/> Cowlitz County | <input type="checkbox"/> Pacific County |
| <input type="checkbox"/> Clallam County | <input type="checkbox"/> Douglas County | <input type="checkbox"/> Pend Oreille County |
| <input type="checkbox"/> Garfield County | <input type="checkbox"/> Lewis County | <input type="checkbox"/> Spokane County |
| <input type="checkbox"/> Grant County | <input type="checkbox"/> Lincoln County | <input type="checkbox"/> Stevens County |
| <input type="checkbox"/> Grays Harbor County | <input type="checkbox"/> Mason County | <input type="checkbox"/> Thurston County |
| <input type="checkbox"/> Island County | <input type="checkbox"/> Okanogan County | <input type="checkbox"/> Wahkiakum County |
| <input type="checkbox"/> Jefferson County | <input type="checkbox"/> Pierce County | <input type="checkbox"/> Walla Walla County |
| <input type="checkbox"/> King County | <input type="checkbox"/> San Juan County | <input type="checkbox"/> Whatcom County |
| <input type="checkbox"/> Kitsap County | <input type="checkbox"/> Skagit County | <input type="checkbox"/> Whitman County |
| <input type="checkbox"/> Kittitas County | <input type="checkbox"/> Skamania County | <input type="checkbox"/> Yakima County |
| <input type="checkbox"/> Klickitat County | <input type="checkbox"/> Skamania County | |

Check days and times during which you're willing to observe:

- ☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐ Saturday ☐ Sunday
- ☐ Morning ☐ Afternoon ☐ Evening

Trainer Observation Rubric Scoring Instructions

- The *Trainer Observation Rubric* is to be used by those designated by the Washington State Department of Early Learning to observe and review new trainer applicants.
- The rubric consists of four categories, coded in green, with some observable actions in each category that can be seen or heard during the observation, or discussed during an interview. An example is included.
 - Not every bullet point must be observed during an observation, but a majority of them must be seen, heard or discussed in some form in order to score ‘completely’ (3) in that category.
 - If the reviewer observes a demonstration of some of the items listed in green, then the applicant would receive the score ‘*somewhat*’ (2) in that category.
 - If the reviewer observes minimal evidence of skill in the bulleted items, with very few seen, heard or discussed, then the applicant would receive the score ‘*minimal*’ (1) in that category.
- The reviewer is an expert in adult learning and understands the dynamics which create a high quality, adult learning experience. The reviewer understands best practices for adult education and can recognize the categories listed in green as usual evidence of quality training.
- The reviewer writes objective comments in each section with measurable statements that *describe* to DEL staff what the reviewer observed that prompted the scores.
- The reviewer tallies the scores at the bottom of each green section and at the end of the form, making a recommendation for approval or an observation after professional development.
- The reviewer’s comments will not be given to the applicant, but the reviewer will write some feedback at the end of the form to reinforce strengths and recommend areas for improvement.
- The reviewer also scores the Core Competency Demonstration form and includes recommendations for levels of approval. Feedback can be added to the form to describe the reasons for the reviewer’s decisions.

Trainer Observation Rubric EXAMPLE



Washington State Department of
Early Learning

Professional **D**evelopment **P**athways

Trainer Name: *Example*

Training Title: *Using the Code of Ethics*

Training Reviewer: *Trainer Approval Board member*

Core Competency Area(s): *Professional Development & Leadership*

Training Level: 2

*Category Scores

- 1-Minimal
- 2-Somewhat
- 3-Completely

1. PROFESSIONALISM

1A. Creates a safe, welcoming environment

*Score 3

Examples of competencies in practice:

- Arrives on time; sets up and begins on time
- Greets participants as they arrive; places them at ease
- Introduces her/himself, shares professional background, and offers contact information, if appropriate
- Welcomes participants; performs introductions as appropriate
- Represents the field favorably: Conducts self in a respectful manner, offers current knowledge, and demonstrates confidentiality

Comments:

The trainer arrived 1 hour before the class began and had all materials set up prior to the participants' arrival. The trainer greeted participants as they arrived, directing them to the sign-in sheet, name tags and handouts.

Music was playing in the background and the display tables were covered in tablecloths with a variety of designs representing various cultures.

The trainer began the training on time, introduced herself and welcomed participants. After the hook, she explained her background knowledge of the topic.

The trainer showed confidence in her ability to lead a group and knowledge of the subject area.

1B. Demonstrates respect for individual/audience needs

*Score 3

Examples of competencies in practice:

- Listens actively and is responsive to needs and questions
- Shows interest in new ideas and respects differing viewpoints
- Encourages participants' contributions to learning

Comments:

When participants asked the trainer questions she responded respectfully, answering within the flow of the class, or putting the question on the parking lot flipchart to discuss later if it was not covered.

The trainer asked open ended questions and elicited feedback and responses from the adult learners regarding their ideas and input.

1C. Respects the diversity of the participants and demonstrates cultural sensitivity		*Score <u>3</u>
Examples of competencies in practice:	Comments:	
<ul style="list-style-type: none"> Respects differences and encourages dialogue between learners from different cultures Facilitates communication that is culturally relevant and unbiased Provides intentional instruction and discussion about a culturally rich learning environment 	<p><i>The trainer added examples of how a cultural difference might impact the application of the Code of Ethics. She asked participants for their input about cultural nuances in the scenarios.</i></p> <p><i>The trainer offered materials in Spanish to a bilingual student. She offered handouts in larger font for a student who contacted her beforehand about a visual challenge.</i></p>	
Professionalism Score <u>9</u> /9		

2. FACILITATION—ADULT LEARNING PRACTICES

2A. Creates a room arrangement that is comfortable and appropriate for adults		*Score <u>3</u>
Examples of competencies in practice:	Comments:	
<ul style="list-style-type: none"> Posts signs to direct attendees to the room (if needed) Ensures that seating is adult-sized and arranged so that all participants can see and hear the trainer and feel as if they are part of the group Minimizes controllable distractions Offers comfort in the training environment when possible (for example, adjusts temperature and lighting, plays music as appropriate, offers table fidgets) Provides extra supplies, such as pens, sticky notes, and name tents Displays materials relevant to the training, such as books, toys, and resource materials/handouts 	<p><i>The trainer had a sign outside of the front door and the training room door to direct participants to the room.</i></p> <p><i>The lighting in the room was sufficient for reading handouts and adult sized chairs and tables were used. The trainer asked about the room temperature a couple of times and adjusted the thermostat as requested.</i></p> <p><i>When a lawn mower was used outside the building, the trainer closed the window.</i></p> <p><i>She had materials on the tables for participants to access throughout the training. Extra supplies were available, such as pens and paper. Copies of the Code of Ethics brochures were provided to all participants and posters with quotes related to ethics were hung around the room to focus the learners on the topic.</i></p>	
2B. Delivers training using characteristics of effective speaking		*Score <u>3</u>
Examples of competencies in practice:	Comments:	
<ul style="list-style-type: none"> Is enthusiastic and confident when delivering training Presents self in an open, welcoming posture Uses gestures, body language, and facial expressions naturally and effectively Spends minimal time behind a podium; moves around if possible to interact with participants 	<p><i>The trainer's voice could be heard throughout the room. She stood on both feet, gesturing with both hands in a manner that looked confident and helped to project her voice. She stood at the front of the room where all participants could see her, and she did not stand behind a podium except to see her notes occasionally. She circled around the room and listened to the group conversations, adding comments occasionally.</i></p>	

<ul style="list-style-type: none"> • Speaks neither too quickly nor too slowly; neither too loudly nor too softly • Stimulates thinking through verbal enhancers (such as analogies and comparisons) • Uses humor appropriately 	<p><i>Her speech was not fast paced or too slow, but flowed at a pace that invited comments from the participants and allowed the training to end on time.</i></p> <p><i>The trainer started with a joke, and shared metaphors and allegories throughout the training.</i></p>
2C. Creates group agreement and seeks group input	
*Score <u> 3 </u>	
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> • Facilitates group agreement about ground rules for the session; posts the rules during the training • Checks in with the group regarding the pace, content and learning goals of the training 	<p><i>The trainer asked participants to discuss a group agreement at the beginning of the training to set the tone and establish respect and a safe learning environment. The training was 2 hours; she spent a 5 minutes on the agreement. She referred to it when the group debated an issue.</i></p> <p><i>She checked in twice about the pace of the training.</i></p>
2D. Incorporates collaborative activities to facilitate group interaction	
*Score <u> 3 </u>	
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> • Encourages interaction and discussion among participants by facilitating frequent and regular group processing (for example, by means of pair-share, small groups, chart-paper contributions, and large group debriefings and discussions) • Encourages constructive conversations and furthers the discussion by asking open-ended questions • Offers opportunities for participants to interact with others they may not typically work with • Utilizes active learning techniques 	<p><i>Trainer asked the group to break into pairs to talk, as well as small groups of 3–4 to work at their tables; and she led whole group conversations.</i></p> <p><i>She did not ask questions that had only one right answer, but asked questions that led to further discussion and sharing of ideas.</i></p> <p><i>One table of participants worked at the same center so she used colored pom-poms to assign individuals randomly to different groups and encourage conversations among those who did not know each other.</i></p>
2E. Keeps the training focused	
*Score <u> 3 </u>	
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> • Presents agenda/outline at the beginning, but retains some flexibility to support learners' needs • Allots time appropriately to meet objectives and complete necessary assessments • Stays on task, keeping participants engaged and bringing the group back if discussion goes off topic • Uses alerts or other mechanisms (i.e. bells, chimes) for transitions or gaining attention • Starts and ends promptly and offers timely breaks 	<p><i>Trainer started the class by sharing a basic agenda for the session. The training began and ended on time, with 2 short breaks. Trainer explained the learning objectives and referenced them at the end of each section so the training had a sequence and logical order. Trainer called the group back together using a timer and a chime.</i></p>

2F. Manages unforeseen situations		*Score <u>3</u>
Examples of competencies in practice:	Comments:	
<ul style="list-style-type: none"> • Thinks quickly and reacts appropriately to unexpected questions and situations • Manages impact of sensitive materials • Calms disturbances • Eases embarrassments • Manages unexpected technological challenges 	<p><i>The training flowed according to the agenda except for one debate about an ethical dilemma in which two participants disagreed sharply with one another. Trainer stepped in and referenced the ground rule about respecting others' opinions. There was tension in the air as the participants clearly did not agree based on cultural differences. Trainer asked the group to refer to the Code of Ethics and have discussions in their small groups, reporting out their ideas.</i></p> <p><i>The light bulb burned out in the projector, so trainer could not use the Power Point presentation. She was prepared with a flip chart and was able to continue by charting the group's ideas, using the handouts and conversations.</i></p>	
Facilitation Score <u>18</u> /18		

3. INSTRUCTIONAL DESIGN		
3A. References the state of Washington or other supporting documents		*Score <u>2</u>
Examples of competencies in practice:	Comments:	
<ul style="list-style-type: none"> • Presents material that is grounded in current research and best practices; includes relevant citations on handouts and PowerPoint slides • Includes Washington's core competencies in the course information • Aligns the course description and learning objectives with the core competency areas listed; makes sure the description and objectives support the core competency areas • Includes the Washington State Early Learning Guidelines and other state resources when applicable • Exhibits knowledge in relevant content areas and related core competencies 	<p><i>The presentation used the NAEYC Code of Ethics as the reference document. It was cited in the handouts and in the Power Point presentations.</i></p> <p><i>The trainer did not reference the WA State Core Competencies in her class description, agenda or during the class.</i></p> <p><i>The trainer was very knowledgeable about the NAEYC Code of Ethics and used ethical dilemmas that are common in early learning settings.</i></p>	

3B. Includes active learning experiences and both guided and independent practice in the design		*Score <u> 3 </u>
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Chooses activities that are relevant to the training and to real-work settings • Provides various methods for interacting with the material; honors learning styles and cultural differences by giving attendees options and letting them choose how they will participate (when applicable) • Circulates and quietly checks for understanding as attendees work in small groups or engage in activities • Provides participants with: <ul style="list-style-type: none"> ▪ Time to apply the content in meaningful ways ▪ Opportunities both for guided practice and for using information independently 	<p><i>The trainer provided brochures, posters, Power Point, scenarios written on cards, examples shared by participants, games for matching dilemmas with principles and ideals in the Code of Ethics and several movement games which encouraged participants to select options by stepping into certain circles.</i></p> <p><i>The training allowed time for participants to work with dilemmas while the trainer guided the conversation; then she allowed time for participants to study the code and dilemmas in small groups or individually and report out some of their findings with the large group. She asked them to share something from the code that they hope to utilize at their work site immediately.</i></p>	
3C. Engages the participants and shares training goals		*Score <u> 3 </u>
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Hooks participants with an interesting story, statistic, fact or case study • Adapts activities or inserts breaks or energizers as needed to maintain interest and motivate 	<p><i>Trainer stated learning objectives at the beginning of the training, and hooked them into the topic with a story about some ethical dilemmas that are common in early learning settings. Many people in the group had experienced these same dilemmas and wanted to know how others had handled these situations and what the code advised.</i></p>	
3D. Provides clear and accurate instructions and demonstrations		*Score <u> 3 </u>
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Uses various methods (such as verbal instructions, confirmation from participants, instructions and notes on flipcharts or white board, PowerPoint slides, and handouts) to ensure that participants understand directions • Provides a demonstration of a task prior to asking the participants to perform the task • Offers opportunities for participants to practice new skills and ask questions 	<p><i>When giving instructions, the trainer modeled the activity and asked if anyone needed further clarification.</i></p> <p><i>She allowed time to practice by looking through the ideals and principles in the code to respond to the dilemmas written on cards.</i></p>	

3E. Makes use of supporting materials—including technology—to enhance learning		*Score <u> 2 </u>
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Is prepared with the materials needed • When using PowerPoint, applies adequate spacing and font size, includes suitable pictures and color, and makes sure that slides are free of errors • Prepares handouts that are clear, succinct, appealing, and easy to read • Operates media devices in an efficient manner (clicks through the slides at the correct time, has videos cued to correct sequence, ensures that audio works correctly, and so on) • Allows necessary time for participants to take notes or provides copies of PowerPoint slides • Provides resources for future reference, such as websites, community resources and books 	<p><i>The Power Point had too many words per slide, which made it difficult to read from the back of the room.</i></p> <p><i>The trainer was standing with her back to the audience reading the Power Point.</i></p> <p><i>The handouts were easier to read, with white space and boxes.</i></p> <p><i>Once the projector light burned out, the trainer used other visual methods and the participants did not focus on the busy Power Point.</i></p> <p><i>One of the handouts was a list of resources for further study.</i></p>	
3F. Provides closure (sums up) when moving from one content area to the next		*Score <u> 3 </u>
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Arranges content/information in manageable, measurable blocks • Adopts a logical format that is easy to follow • Incorporates reflection activities 	<p><i>The trainer referenced completed learning objectives before going on to the next objective. The training was based on dilemmas that participants can discuss in relation to the Code of Ethics; and the trainer spent some time focusing on reflection and application in the participant's own work settings.</i></p>	
Instructional Design Score <u> 16 </u> /18		

4. EVALUATION AND ASSESSMENT (PRE & POST)

4A. Assesses the prior learning of participants before beginning the training

*Score 2

Examples of competencies in practice:

- Discovers (by means of discussion, activity, pre-test, game, etc.) what participants already know about the topic
- Gathers participants' questions by posting on the 'Parking Lot' (flip chart)
- Conducts an activity to activate prior knowledge of the concepts being presented (scaffolding)

Comments:

Trainer did not ask participants about their past experience with the Code of Ethics to find out if they were familiar with the tool. She did utilize a 'parking lot' and list questions on the chart that she answered throughout the training, and summarized at the end. She captured (hooked) participants' attention with examples of dilemmas that were familiar to the participants.

4B. Checks for understanding throughout the delivery of the training (formative)

*Score 3

Examples of competencies in practice:

- Asks questions to ensure understanding after she/he presents each main concept or objective
- Provides sufficient time for response
- Addresses misunderstandings
- Devises activities that will provide feedback about the learners' understanding of the concepts
- Monitors conversation in small groups and intervenes if necessary

Comments:

Trainer paused for questions throughout the training and took time to be sure all questions were answered, but getting group input, offering her expertise, using the parking lot, and offering to follow up with 1 participant after she did some research.

Trainer mingled among the small groups, listening to their conversations and adding some input in a method that was similar to being a group participant.

4C. Summarizes main concepts and reviews objectives at the conclusion of the session (summative)

*Score 3

Examples of competencies in practice:

- Asks for participants' input (by means of an activity or discussion) when summarizing main concepts

Comments:

Trainer reviewed the learning objectives after each section and at the end of the training. She brought closure and sent the participants out with a challenge to implement at least one change in their own early learning setting.

4D. Uses appropriate methods for assessing training outcomes

*Score 3

Examples of competencies in practice:

- Uses several types of assessment to measure learning (discussions, activities, quizzes, reflection, flip-chart work, projects, evaluations)

Comments:

Trainer used a post test of matching ideals and principles for some dilemmas on cards. She wrote ideas on flip charts and encouraged pair share, small group and large group conversation. She also assessed their learning through games in which they stood in various circles.

Evaluation and Assessment Score 10 /12

SCORING SUMMARY

Scoring Instructions: 57 points possible; 45 points required for approval

Category Summary	Section Score	Required for Approval
Professionalism	9	6/9
Facilitation	18	15/18
Instructional Design	16	15/18
Evaluation and Assessment	10	9/12

Approval Recommendation 53 points = approved (approved or not approved)

Professional Development Required? If so, in what area(s) _____

Please give recommendations on Core Competency Demonstration document as well.

Feedback from reviewer for training applicant:

The trainer demonstrated knowledge of the topic and of presentation methods. The trainer used a variety of instructional methods to engage the participants.

The Power Point slides were very text heavy and were difficult to read from the back of the group. Fewer words on the page with more white space and pictures would make the PPT more interesting. The trainer was prepared to teach the class without the PPT when the projector failed. She was also able to bring the group back into respectful conversation by referencing the group agreement and allowing for small group conversation and sharing.

The trainer would benefit from assessing prior learning at the beginning of the training in order to understand whether her audience was familiar with the Code of Ethics document.

The trainer demonstrated skill in teaching adults and engaging them throughout the training by setting up the room for adult learners, reading their cues, making them comfortable, engaging their interest throughout the training using multiple learning methods and respect for various cultures and learning styles and providing them with real life situations and relevant content.

Trainer Observation Rubric EXAMPLE



Washington State Department of
Early Learning

Professional **D**evelopment **P**athways

Trainer Name: *Example*

Training Title: *Using the Code of Ethics*

Training Reviewer: *Trainer Approval Board member*

Core Competency Area(s): *Professional Development & Leadership*

Training Level: 2

*Category Scores

- 1-Minimal
- 2-Somewhat
- 3-Completely

1. PROFESSIONALISM

1A. Creates a safe, welcoming environment

*Score 1

Examples of competencies in practice:

- Arrives on time; sets up and begins on time
- Greets participants as they arrive; places them at ease
- Introduces her/himself, shares professional background, and offers contact information, if appropriate
- Welcomes participants; performs introductions as appropriate
- Represents the field favorably: Conducts self in a respectful manner, offers current knowledge, and demonstrates confidentiality

Comments:

The trainer arrived 15 minutes before the training started and was still setting up at the published start time.

She was unable to greet participants as they arrived and was focused on getting the tables set up so people could sit down.

The trainer did not introduce herself or ask for class introductions.

There was no class opening. The trainer started immediately reading the Power Point presentation and getting into the content of the course.

1B. Demonstrates respect for individual/audience needs

*Score 1

Examples of competencies in practice:

- Listens actively and is responsive to needs and questions
- Shows interest in new ideas and respects differing viewpoints
- Encourages participants' contributions to learning

Comments:

When participants raised their hands to ask questions the trainer did not acknowledge them but continued to lecture.

The trainer asked questions that had one correct answer. If someone answered a question incorrectly the trainer made it clear that the answer was wrong. The participants answered some questions at first, but became quiet with no one volunteering answers after a few offered 'wrong' answers.

1C. Respects the diversity of the participants and demonstrates cultural sensitivity		*Score <u>1</u>
Examples of competencies in practice:	Comments:	
<ul style="list-style-type: none"> Respects differences and encourages dialogue between learners from different cultures Facilitates communication that is culturally relevant and unbiased Provides intentional instruction and discussion about a culturally rich learning environment 	<p><i>The trainer said that there is only one way to approach each ethical dilemma. She was very firm about a right or wrong answer, and when someone suggested that a cultural lens might change a viewpoint, the trainer said that there is only one lens through which to view these situations.</i></p> <p><i>The trainer said that the materials were only available in English and did not offer any resources for the student who was learning English.</i></p>	
Professionalism Score <u>3</u> /9		

2. FACILITATION—ADULT LEARNING PRACTICES		
2A. Creates a room arrangement that is comfortable and appropriate for adults		*Score <u>1</u>
Examples of competencies in practice:	Comments:	
<ul style="list-style-type: none"> Posts signs to direct attendees to the room (if needed) Ensures that seating is adult-sized and arranged so that all participants can see and hear the trainer and feel as if they are part of the group Minimizes controllable distractions Offers comfort in the training environment when possible (for example, adjusts temperature and lighting, plays music as appropriate, offers table fidgets) Provides extra supplies, such as pens, sticky notes, and name tents Displays materials relevant to the training, such as books, toys, and resource materials/handouts 	<p><i>There were no signs posted to indicate where the class was being held. Several students wandered around the building and arrived late because they could not find the classroom.</i></p> <p><i>The trainer kept the lights low in the room so the Power Point would be the focal point. Several students commented that they could not see well enough to take notes.</i></p> <p><i>When a loud motor was used outside the building, the trainer kept the window open and it was difficult to hear above the sound of the motor.</i></p> <p><i>There was only 1 Code of Ethics brochure provided to each table so everyone had to share 1 document. Most students did not have a chance to look at the brochure up close.</i></p> <p><i>There were no pens, paper or fidgets provided.</i></p>	
2B. Delivers training using characteristics of effective speaking		*Score <u>1</u>
Examples of competencies in practice:	Comments:	
<ul style="list-style-type: none"> Is enthusiastic and confident when delivering training Presents self in an open, welcoming posture Uses gestures, body language, and facial expressions naturally and effectively Spends minimal time behind a podium; moves 	<p><i>Some students were looking at their phones and the clock, not participating in the class. Participants did not engage with each other or the trainer during the class.</i></p> <p><i>The trainer stood behind the podium throughout the lecture, and when she asked the class to complete their exams she sat at the table at the front of the room looking at her phone. She did not circulate or engage with the participants</i></p>	

<p>around if possible to interact with participants</p> <ul style="list-style-type: none"> • Speaks neither too quickly nor too slowly; neither too loudly nor too softly • Stimulates thinking through verbal enhancers (such as analogies and comparisons) • Uses humor appropriately 	<p>at any time during the training.</p> <p><i>The trainer's speech was fast paced with few pauses as she covered the information on the Power Point slides.</i></p> <p><i>The trainer did not smile or welcome interaction.</i></p> <p><i>The terminology was technical with acronyms that were not explained.</i></p>
2C. Creates group agreement and seeks group input	
*Score <u> 1 </u>	
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> • Facilitates group agreement about ground rules for the session; posts the rules during the training • Checks in with the group regarding the pace, content and learning goals of the training 	<p><i>The trainer did not ask participants for feedback about ground rules. None were posted.</i></p> <p><i>She did not check with the group about their understanding during her lecture.</i></p>
2D. Incorporates collaborative activities to facilitate group interaction	
*Score <u> 1 </u>	
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> • Encourages interaction and discussion among participants by facilitating frequent and regular group processing (for example, by means of pair-share, small groups, chart-paper contributions, and large group debriefings and discussions) • Encourages constructive conversations and furthers the discussion by asking open-ended questions • Offers opportunities for participants to interact with others they may not typically work with • Utilizes active learning techniques 	<p><i>The training was primarily lecture, with the trainer talking about ethics and the principles in the Code of Ethics. The students did not ask questions or get into groups to do an activity.</i></p> <p><i>They either listened to the lecture or filled out a handout by themselves. There was no talking in the room or interaction among the adult learners.</i></p>
2E. Keeps the training focused	
*Score <u> 1 </u>	
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> • Presents agenda/outline at the beginning, but retains some flexibility to support learners' needs • Allots time appropriately to meet objectives and complete necessary assessments • Stays on task, keeping participants engaged and bringing the group back if discussion goes off topic • Uses alerts or other mechanisms (i.e. bells, chimes) for transitions or gaining attention • Starts and ends promptly and offers timely 	<p><i>The trainer did not share an agenda or outline for the class. There were no timeframes posted and no breaks.</i></p> <p><i>A few people left the class to take breaks without the trainer offering this as an option. Some were asking where to find the restroom because the trainer did not go over housekeeping details at the beginning of the class.</i></p> <p><i>The trainer was hurrying to get through all of her Power Point slides and kept the participants past the publicized end time in order to finish her slides. A few people left at the publicized end time without receiving their certificates of completion.</i></p> <p><i>Some of the slides were not about the Code of Ethics or dilemmas. They covered general early learning information</i></p>

breaks	that did not match the course description.
2F. Manages unforeseen situations	
*Score __1__	
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> • Thinks quickly and reacts appropriately to unexpected questions and situations • Manages impact of sensitive materials • Calms disturbances • Eases embarrassments • Manages unexpected technological challenges 	<p><i>Some participants starting talking in the hallway and did not come back into the classroom for over a half hour.</i></p> <p><i>When one student answered a question with a reply that the trainer said was incorrect, the participant argued that it was correct from her cultural perspective. The trainer did not offer any comments to smooth out the discomfort in the room or ease the embarrassment from the disagreement.</i></p> <p><i>Some Power Point slides were out of order and caused confusion. Trainer did not know the information well and was unable to determine which slide to use when they were mixed up.</i></p>
Facilitation Score __6__ /18	

3. INSTRUCTIONAL DESIGN	
3A. References the state of Washington or other supporting documents	
*Score __1__	
<i>Examples of competencies in practice:</i>	<i>Comments:</i>
<ul style="list-style-type: none"> • Presents material that is grounded in current research and best practices; includes relevant citations on handouts and PowerPoint slides • Includes Washington's core competencies in the course information • Aligns the course description and learning objectives with the core competency areas listed; makes sure the description and objectives support the core competency areas • Includes the Washington State Early Learning Guidelines and other state resources when applicable • Exhibits knowledge in relevant content areas and related core competencies 	<p><i>The trainer did not reference the WA State Core Competencies in her class description, agenda or during the class. She did not mention the Core Competencies document and was unfamiliar with the WA State Early Learning Guidelines, when a student asked a question about them.</i></p> <p><i>The trainer did not appear knowledgeable about the NAEYC Code of Ethics. She relied upon the Power Point slides to cover the topic and said she did not have the knowledge to respond to questions that came up.</i></p>

3B. Includes active learning experiences and both guided and independent practice in the design		*Score <u> 1 </u>
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Chooses activities that are relevant to the training and to real-work settings • Provides various methods for interacting with the material; honors learning styles and cultural differences by giving attendees options and letting them choose how they will participate (when applicable) • Circulates and quietly checks for understanding as attendees work in small groups or engage in activities • Provides participants with: <ul style="list-style-type: none"> ▪ Time to apply the content in meaningful ways ▪ Opportunities both for guided practice and for using information independently 	<p><i>The trainer relied on the Power Point, which only had a few early learning examples for reference.</i></p> <p><i>The trainer had the participants complete a worksheet by themselves, with no interactions. It was an exam covering their understanding of the content. There was no conversation about how they could take the information from the class back to their workplace and make use of it in real life settings.</i></p> <p><i>The majority of the time was spent on lecture with a Power Point. The only other activity was a worksheet exam to test their knowledge of the presentation. The exam was timed and some participants were not finished with it in the time allowed.</i></p>	
3C. Engages the participants and shares training goals		*Score <u> 1 </u>
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Hooks participants with an interesting story, statistic, fact or case study • Adapts activities or inserts breaks or energizers as needed to maintain interest and motivate 	<p><i>The trainer did not state the learning objectives at the beginning of the training or explain what she hoped they would learn.</i></p> <p><i>There were no opening comments to engage participants in the topic.</i></p> <p><i>No breaks were given. Participants sat in the same place throughout the training. There was no movement or interaction between participants.</i></p>	
3D. Provides clear and accurate instructions and demonstrations		*Score <u> 1 </u>
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Uses various methods (such as verbal instructions, confirmation from participants, instructions and notes on flipcharts or white board, PowerPoint slides, and handouts) to ensure that participants understand directions • Provides a demonstration of a task prior to asking the participants to perform the task • Offers opportunities for participants to practice new skills and ask questions 	<p><i>When giving instructions, the trainer gave unclear instructions. The participants said they did not understand what they were expected to do.</i></p> <p><i>The method for practicing the information was the exam at the end of the class which asked a series of technical questions. Participants were expected to remember the information from the lecture.</i></p>	

3E. Makes use of supporting materials—including technology—to enhance learning		*Score <u> 1 </u>
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Is prepared with the materials needed • When using PowerPoint, applies adequate spacing and font size, includes suitable pictures and color, and makes sure that slides are free of errors • Prepares handouts that are clear, succinct, appealing, and easy to read • Operates media devices in an efficient manner (clicks through the slides at the correct time, has videos cued to correct sequence, ensures that audio works correctly, and so on) • Allows necessary time for participants to take notes or provides copies of PowerPoint slides • Provides resources for future reference, such as websites, community resources and books 	<p><i>The Power Point had too many words per slide, which made it difficult to read from the back of the room. Some of the slides had spelling and grammatical errors.</i></p> <p><i>The trainer was standing with her back to the audience reading the Power Point.</i></p> <p><i>There were no handouts. The students were expected to write notes during the lecture. The lecture was fast paced, quiet and difficult to hear and the lighting was poor. The Power Point was compact and had too many words per slide. The trainer moved to the next slide before participants could finish their notes.</i></p> <p><i>When the slides on the Power Point were out of order the trainer was flustered and did not know the material well enough to cover it without reliance on the Power Point.</i></p> <p><i>No other resources were shared.</i></p>	
3F. Provides closure (sums up) when moving from one content area to the next		*Score <u> 1 </u>
<i>Examples of competencies in practice:</i>	<i>Comments:</i>	
<ul style="list-style-type: none"> • Arranges content/information in manageable, measurable blocks • Adopts a logical format that is easy to follow • Incorporates reflection activities 	<p><i>There were no clear blocks of time or transitions. The training was entirely lecture, with a few right or wrong questions asked at the beginning of the presentation.</i></p> <p><i>There was no time for reflection or application of the material in the participant's own workplace.</i></p>	
Instructional Design Score <u> 6 </u> /18		

4. EVALUATION AND ASSESSMENT (PRE & POST)

4A. Assesses the prior learning of participants before beginning the training

*Score 1

Examples of competencies in practice:

- Discovers (by means of discussion, activity, pre-test, game, etc.) what participants already know about the topic
- Gathers participants' questions by posting on the 'Parking Lot' (flip chart)
- Conducts an activity to activate prior knowledge of the concepts being presented (scaffolding)

Comments:

The trainer did not ask participants about their past experience with the Code of Ethics to find out if they were familiar with the tool.

She did not utilize a 'parking lot' to list questions throughout the training.

The trainer did not refer to participants' prior learning or experiences. No time was allowed for questions and discussions.

4B. Checks for understanding throughout the delivery of the training (formative)

*Score 1

Examples of competencies in practice:

- Asks questions to ensure understanding after she/he presents each main concept or objective
- Provides sufficient time for response
- Addresses misunderstandings
- Devises activities that will provide feedback about the learners' understanding of the concepts
- Monitors conversation in small groups and intervenes if necessary

Comments:

The trainer did not pause for questions throughout the training and took time to be sure all questions were answered.

Trainer did not offer small group work.

4C. Summarizes main concepts and reviews objectives at the conclusion of the session (summative)

*Score 1

Examples of competencies in practice:

- Asks for participants' input (by means of an activity or discussion) when summarizing main concepts

Comments:

The trainer did not review the learning objectives at any point in the training. The goals of the training were not clear.

4D. Uses appropriate methods for assessing training outcomes

*Score 1

Examples of competencies in practice:

- Uses several types of assessment to measure learning (discussions, activities, quizzes, reflection, flip-chart work, projects, evaluations)

Comments:

The trainer used an exam at the end of the lecture to assess learning, but it was administered in a hurried fashion after the published closing time for the class.

Evaluation and Assessment Score 4 /12

SCORING SUMMARY

Scoring Instructions: 57 points possible; 45 points required for approval

Category Summary	Section Score	Required for Approval
Professionalism	3	6/9
Facilitation	6	15/18
Instructional Design	6	15/18
Evaluation and Assessment	4	9/12

Approval Recommendation 19 points = not approved (approved or not approved)

Professional Development Required? If so, in what area(s) trainer basics, best practices for adult learners, facilitation skills, assessing learning

Please give recommendations on Core Competency Demonstration document as well.

Feedback from reviewer for training applicant:

The trainer presented in a lecture format throughout the training, relying on the Power Point with no interactive components for the participants. The trainer's voice was difficult to hear in the noisy room and the pace was fast so participants struggled to take notes and digest the information.

Adults prefer time to interact with new information and do activities that help them understand and apply what they are learning in their real life settings. Condensing the information into shorter chunks with time to talk about each section would help. Create 2-3 learning objectives for the training and think about ways for learners to go deeper into these objectives rather than covering so much content in a lecture format.

Scoring the Core Competencies Demonstration

Trainer levels are approved based on the information provided as part of the core competency demonstration section of the application. The application as a whole will be taken into consideration for approval-level recommendations, such as the applicant's expertise with a particular language or cultural group, employment, experience, education, or training.

Common Questions

What if the applicant has not provided enough information for the reviewer to make an approval-level recommendation?

If it is apparent that the applicant has not provided enough information DEL will contact the applicant and recommend that she/he add more information to the Core Competency Demonstration form.

How many areas can someone apply in?

An applicant may select one, several or all core competency areas for her/his core competency demonstration, listing the content-level expertise as evidence for level approval.

How does someone become approved in a new area or higher level?

An approved trainer can submit a Core Competency Demonstration form to training@del.wa.gov requesting review for approval in additional areas or levels based on the additional information.

What to Look for in a Core Competency Demonstration

Look at all of the sections of the application, including the applicant's resume, education, work experience, and teaching experience: What qualifies this applicant to train in the early learning field? Is this a person who can mentor and be an example to professionals in the state of Washington?

Expertise may include formal education or specialized training, quality experience in the subject matter, such as teaching or leading in an early learning facility, or teaching classes for adults.

- Look at the list of experiences that align with the competency areas:
 - What trainings or credit-bearing classes has the applicant attended/completed in these areas as part of his or her own content-knowledge preparation?
 - What trainings has the applicant given and for whom? Are they experienced?
 - What is the applicant's experience with children and in what age-ranges?
 - What is the applicant's leadership experience?
- If you think that more information is needed, contact the applicant's references, as they may provide additional information.

Trainer Approval Board Review Form

training@del.wa.gov



Washington State Department of
Early Learning

Professional **D**evelopment **P**athways

Use this form to document decisions and information regarding state-approved trainer applications.

SECTION 1: APPLICANT INFORMATION

Last name	First Name	STARS ID
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SECTION 2: APPLICATION DECISION—APPROVAL

Complete this section for the trainer applicant, based on the Core Competency Demonstration Form and Trainer Observation Rubric score.

Approval Decision Date (mm/dd/yyyy): ____ / ____ / ____

Trainer Observation Rubric Score: ____

Please indicate the approved core competency area(s) and corresponding approved core competency level(s) 1, 2, 3, 4 or 5. Refer to the **Core Competency Demonstration** form completed by the trainer applicant.

Early Care & Education Core Competency Areas	Approved Core Competency Level (1–2, 1–4, 1–5)	Childhood and Youth Development (school-age) Core Competency Areas	Approved Core Competency Level (1–2, 1–4, 1–5)
<input type="checkbox"/> (1) Child Growth & Development		<input type="checkbox"/> (1) Child/Adolescent Growth & Development	
<input type="checkbox"/> (2) Curriculum & Learning Environment		<input type="checkbox"/> (2) Learning Environment & Curriculum	
<input type="checkbox"/> (3) Ongoing Measurement of Child Progress		<input type="checkbox"/> (3) Child/Adolescent Observation & Assessment	
<input type="checkbox"/> (4) Family & Community Partnerships		<input type="checkbox"/> (4) Families, Communities & Schools	
<input type="checkbox"/> (5) Health, Safety & Nutrition		<input type="checkbox"/> (5) Safety & Wellness	
<input type="checkbox"/> (6) Interactions		<input type="checkbox"/> (6) Interactions with Children/Youth	
<input type="checkbox"/> (7) Program Planning & Development		<input type="checkbox"/> (7) Program Planning & Development	
<input type="checkbox"/> (8) Professional Development & Leadership		<input type="checkbox"/> (8) Professional Development & Leadership	
		<input type="checkbox"/> (9) Cultural Competency & Responsiveness	
		<input type="checkbox"/> (10) Youth Empowerment	

(this form continues on page 2)

Please indicate the basic reason(s) for *core competency approval level* recommendations if they are not all the same.

SECTION 3: APPLICATION DECISION—Not Approved

Please indicate the reason(s) for non-approval or include a custom reason.

Non Approval Decision Date (mm/dd/yyyy): _____ / _____ / _____

- ☐ Does not meet the requirements for delivering instruction to adults based on the Trainer Observation Rubric score.
- ☐ Does not demonstrate expertise in the requested core competency areas.
- ☐ Professional resume not submitted or is insufficient.
- ☐ Application is incomplete; missing documents.
- ☐ Does not meet the requirements for delivering instruction at a higher education institute. (applies to higher education trainer only)

☐ Other (please list):

Name of Trainer Approval Board member (please print)

Date (mm/dd/yyyy):

Signature

Section 3—Information for Organization Trainer Mentors

Organization Trainer Mentor Process

The organization trainer mentor (OTM) process provides community mentorship and support for organizational representatives interested in completing the state trainer approval process. To participate, an organization must make a commitment and sign a quality-assurance agreement to use and uphold the quality-assurance process that has been established for the trainer approval process.

This is how the process works:

1. An organization trainer mentor must be an approved trainer.
2. The mentor agrees to mentor and support other organizational trainers by using the Washington state quality assurance process, including the professional development observation rubric and trainer competencies.
3. The mentor is trained by DEL to use the scoring instrument and signs a quality assurance agreement.
4. The mentor then helps other organizational trainers complete the trainer-approval process and observes them teaching a class; the mentor lists the class in MERIT under her/his own trainer tab or special event application (or at a conference). The mentor observes the applicant in lieu of a member of the Trainer Approval Board.
5. The mentor submits all completed forms and supporting documentation to DEL at training@del.wa.gov on behalf of the applicant, including the mentor's approval recommendation (written on the observation rubric) and the Trainer Approval Board Review form.
6. The applicant must also complete her/his education verification application.
7. Once DEL receives all information and the applicant's education is verified, the mentee trainer will be granted approval at the appropriate level as indicated by his or her rubric score and core competency demonstration scores.

List of Forms and Documents in Section 3

- Organization Trainer Mentor Policy
- Organization Trainer Mentor Checklist
- Organization Trainer Mentor Quality Assurance Agreement

Organization Trainer Mentor: Policy

- Organization trainer mentors (OTMs) are experts in adult education who are employed by, or affiliated with, organizations that offer STARS training; they are currently Washington state-approved trainers.
- Organization trainer mentors have received training in the use of the Trainer Observation Rubric and have learned how to review the Core Competency Demonstration form.
- Organization trainer mentors work directly with trainer applicants, forming a mentoring relationship to assist applicants in applying best practices and delivering high quality instruction to adult learners. They will likely ask the newly approved trainers to teach future classes, offering mentoring and ongoing observations as they teach classes for their organization.
- Organization trainer mentors can model trainer expertise in a supportive manner and may choose to observe an applicant more than once before offering an approval recommendation.
- Organization trainer mentors schedule a time to observe the applicant teaching adults; the mentors complete the rubric, adding comments for DEL staff to understand the assigned scores in each area; the mentors include a paragraph with feedback to share at the end of the rubric.
- Organization trainer mentors review the Core Competency Demonstration form and email DEL their recommendations for approval using the Trainer Approval Board Review form.
- Organization trainer mentors correspond with DEL on behalf of the trainer during the application process, sending one email with the required paperwork to training@del.wa.gov, using the Organization Trainer Mentor Checklist as a guideline for the paperwork that they collect and submit in one email. All of the required documents are included in this checklist.
- Organization trainer mentors are the trainers on record if an applicant is offering STARS credit for the class that is being observed. The mentors use their own trainer tab to enter the information for the applicant, teaching the applicant how to use MERIT and create classes and rosters.
- Organization trainer mentors have a relationship with their mentees and will gently assist new trainers during trainings should a situation arise in which an applicant needs the support of a more experienced trainer.
- After reviewing the applicant's resume, registration information, verified education, Core Competency Demonstration form, and feedback provided by the observer, DEL staff members will make a decision about approval.
 - Approvals are entered into MERIT, and approved trainers will receive a trainer tab in MERIT and a welcome packet via email. The mentor is notified of the approval.

Organization Trainer Mentor: Checklist

The Washington State Department of Early Learning (DEL) works in partnership with approved organization trainer mentors to coach, observe and recommend approval of trainer applicants. The organization trainer mentor process supports the development of a more robust pool of trainers to meet the needs of early care and education professionals in rural and culturally diverse settings in Washington. It allows for one-on-one mentoring in the field of adult education and makes it possible to schedule more observations of trainer applicants throughout the state.

Where to Find Forms & Documents

You can download the six required forms and documents at the Trainer and Training Approval page on DEL's website (<http://www.del.wa.gov/Professional/approval.aspx>). The forms and documents are listed individually at the top of the page and also compiled in the *Trainer Approval Board Manual*.

Checklist

The following is a checklist for the organization trainer mentor to follow when working with a state-approved trainer applicant:

CHECK WHEN COMPLETE	OUTLINE OF ORGANIZATION TRAINER MENTORS' RESPONSIBILITIES
<input type="checkbox"/>	Give the trainer applicant copies of the following forms and documents: <ol style="list-style-type: none">1. Trainer Applicant Registration form2. Core Competency Demonstration form3. Instructions for the Core Competency Demonstration form4. Trainer Applicant Approval Checklist5. Trainer Observation Rubric6. Trainer Competencies
<input type="checkbox"/>	Discuss the observation rubric with the applicant; answer any questions about specific criteria.
<input type="checkbox"/>	Observe the trainer applicant; fill out the rubric based on general skills observed in each area. <ul style="list-style-type: none">• Add numerical scores and comments to support your scores in each area.• Write a paragraph with feedback for the applicant.• Interview the applicant if you are unable to observe an area in the rubric.• If the applicant does not score high enough to be approved, suggest additional mentoring and professional development and observe the applicant again.
<input type="checkbox"/>	Email all of the paperwork in one email to training@del.wa.gov ; attach the following items: <ol style="list-style-type: none">1. Trainer Applicant Registration form2. Core Competency Demonstration form3. Trainer Approval Board Review form (completed by the organization trainer mentor)4. Supporting documents from the actual training observed (handouts, PPT slides, etc.)5. Completed Trainer Observation Rubric with final score

Reminders

- Organization trainer mentors have signed the Organization Trainer Mentor Quality Assurance Agreement and have received instruction on how to use the Trainer Observation Rubric to score an applicant.
- Organization trainer mentors hold their reviews and recommendations in the strictest confidence and will only discuss questions with their supervisors, with other qualified state-approved trainers, or with members of DEL's staff.
- Organization trainer mentors understand that information shared with DEL becomes public record, and some information in public records is available to the general public upon request.
- Organization trainer mentors understand that all forms and documentation submitted to DEL will become the property of DEL, and forms and documentation will not be returned.

Organization Trainer Mentor: Quality Assurance Agreement



The Department of Early Learning (DEL) is committed to building a strong professional development system for early care and education and school-age professionals in Washington State. DEL recognizes and honors diverse learning styles and has implemented the Organization Trainer Mentor process to ensure that we are using inclusive practices for strengthening high quality training for the early learning workforce. This process allows trainers to use local trusted relationships to receive mentoring when completing the application process. Organization trainer mentors are approved trainers with adult education expertise.

As an organization trainer mentor, I am committed to establishing a consistent review process for all trainers and to maintaining the integrity of Washington's trainer approval process. My organization has designated me as a *mentor* to coach and score trainer applicants using DEL's Trainer Observation Rubric and Core Competency Demonstration form. I understand that this takes time and commitment by my affiliated organization.

All information I provide is true and accurate. I am identifying myself as a *mentor* for my organization's affiliated trainers, and I commit to the following standards and responsibilities:

- I will comply with all requirements and responsibilities associated with the Washington state professional development system and trainer approval process.
- I commit to appropriate and accurate reporting on the applicant's skills as a trainer, using the *Trainer Observation Rubric* and *Trainer Competencies in Washington State* as a guide.
- I have received training on the use of the documents and my responsibilities as a mentor.
- I understand that each individual trainer will be observed, and I will submit all paperwork on the trainer's behalf to DEL at training@del.wa.gov
- I will honor the cultural and individual diversity of the applicants and incorporate anti-bias principles.
- I will abide by the NAEYC Code of Ethical Conduct Supplement for Adult Educators: <http://www.naeyc.org/files/naeyc/file/positions/ethics04.pdf>
- I understand that information shared with DEL becomes public record and some information in public records is available to the general public upon request.
- I understand that all forms and documentation submitted to DEL will become the property of DEL, and forms and documentation will not be returned.

Name (please print)

Signature

Date

Name of affiliated organization: _____

Contact phone number: _____

Contact email address: _____

Section 4—Additional Resources for State-approved Trainers

State-approved Trainer Support Awards

Each year, state-approved trainers are asked to complete fifteen hours of continuing education related to adult learning, early care and education, or other training related to the trainers' areas of specialty. All state-approved trainers have access to reimbursement for professional development and training materials through the MERIT applications tab. The maximum reimbursement amount is \$200, and reimbursements are available on a first-come, first-serve basis. Funding is limited for each fiscal year (July 1–June 30).

Pre-service Trainer Modules

The state-approved trainer modules (<http://deltraining.com/>) provide guidance and instruction on many topics that are helpful for trainers. This includes how to complete training session forms, writing learning objectives using Washington's core competencies, assessing learning, and how to facilitate for adult audiences. Trainers are asked to complete these modules prior to submitting their applications.

1. Introduction
2. Core Competencies
3. Cultural Competencies
4. How Adults Learn
5. Designing Adult Learning
6. Facilitating Adult Learning
7. Early Learning Guidelines
8. Executive Function

DEL Professional Development Training Library and Resource Gallery

The DEL website (<http://www.del.wa.gov/Default.aspx>) has a Professional Development page: <http://www.del.wa.gov/Professional/Default.aspx>. It links to several valuable pages with information about early learning professional development in Washington. For example, the Professional Development Training Library (<http://www.del.wa.gov/Professional/library.aspx>) connects early learning professionals to online training opportunities. The content in this library is organized into categories that align with the core competencies for early care and education professionals. The Professional Development Resource Gallery (<http://www.del.wa.gov/Professional/Resources.aspx>) lists resources, best practices, research and tools that can be used by trainers.

List of Forms and Documents in Section 4

- Trainer Competencies in Washington State
- Training Design Template
- Professional Development Training Scoring Rubric
- Guide for Distance Learning

Trainer Competencies in Washington State

Quality adult education in Washington State depends on the knowledge, skills and professionalism of trainers. A trainer should be able to offer training that:

- Is suitable for an adult learning environment.
- Is characterized by professionalism, strong instructional methods and effective design.
- Includes assessment and integrates the core competencies for early care and education and school-age professionals.
- Reflects community needs and values, as well as the goals of participants.
- Presents learning objectives, core knowledge areas, and content clearly and explicitly (so that participants can identify adult education opportunities that align with their needs and interests).
- Is delivered in a way that allows participants to apply knowledge and competencies in their work and real-life settings.
- Facilitates the learning of concepts and skills that are grounded in current research and practice.
- Provides new information that validates and builds upon participants' prior knowledge and experience.
- Motivates participants to learn through active participation in the learning process and as partners with the trainer in the learning experience.
- Is designed to contribute to a participant's self-esteem as well as to his or her personal and professional growth.
- Provides opportunities for participants to increase their abilities to implement new skills within the context of individual differences and values, such as cultural perspectives and learning styles.
- Is free of prejudice and stereotyping.
- Acknowledges that learners have varying abilities and experiences.
- Provides recommendations regarding how to individualize, make accommodations, and access resources and high-quality supporting materials.

1. PROFESSIONALISM

STANDARDS:

- Adheres to professional practices
- Reflects the values and ethics that are fundamental to the profession
- Demonstrates a responsibility to others
- Demonstrates a responsibility to the profession
- Ensures that equity and diversity are considered in training sessions

1A. Creates a safe, welcoming environment

Training Competencies (Tasks/Behaviors)—Indicators

- Exhibits a balance between personal and professional life during the training process
- Maintains poise and self-control; models professional, respectful behavior
- Establishes and maintains professional credibility by updating and improving knowledge and skills (including knowledge of adult learning theory) and staying current with best practices
- Fairly and accurately represents credentials, qualifications, experience and abilities
- Provides resources and contact information for follow-up, if appropriate
- Understands and adheres to the NAEYC Professional Code of Ethics for Adult Educators (supplement) <https://www.naeyc.org/files/naeyc/file/positions/ethics04.pdf>
- Demonstrates a passion for the early learning field and for the content of the lesson
- Expresses compassion for children, families and early learning professionals
- Uses agency, client or colleague information appropriately and maintains confidentiality of participants' self-disclosure (unless participants may cause harm to themselves or others)

Examples of Competencies in Practice

- Arrives on time; sets up and begins on time
- Greets participants as they arrive; places them at ease
- Introduces her/himself, shares professional background, and offers contact information, if appropriate
- Welcomes participants; performs introductions as appropriate
- Represents the field favorably: Conducts self in a respectful manner, offers current knowledge, and demonstrates confidentiality

1B. Demonstrates respect for individual/audience needs

Training Competencies (Tasks/Behaviors)—Indicators

- Demonstrates respect and consideration for participants and adapts training to suit their knowledge, expectations, learning styles, and needs
- Listens to participants
- Approaches learning as a process rather than a product
- Creates a training environment that values and encourages constructive dialogue and in which it is safe to share ideas, participate and resolve conflict

Examples of Competencies in Practice

- Listens actively and is responsive to needs and questions
- Shows interest in new ideas and respects differing viewpoints
- Encourages participants' contributions to learning

1C. Respects the diversity of the participants and demonstrates cultural sensitivity

Training Competencies (Tasks/Behaviors)—Indicators

- When developing the content of the training:
 - Considers various types of diversity and demonstrates awareness that we all learn within the context of our culture and beliefs
 - Includes examples of how the learning can be applied for various cultural groups, traditions, regions, languages, etc.
 - Incorporates content, examples and resources that enhance trainees' understanding of and comfort with cultural diversity
- Integrates elements of diversity into the delivery of training:
 - Models an approach to cross-cultural encounters that is characterized by an open mind, a willingness to learn from others, mutual respect, objectivity and rational critique
 - Promotes open discussion of diversity during the training; deals constructively with expressions of prejudice and discrimination
 - Identifies when cultural misunderstandings may be contributing to interpersonal conflict in the training; uses a variety of strategies to explore and resolve conflicts
 - Understands how his/her own cultural background affects values, attitudes and beliefs; incorporates strategies to moderate an "ethnocentric" perspective that may affect his/her ability to relate to trainees from different cultural groups
- Creates a learning environment that reflects the cultures and diversity of the participants:
 - Provides materials and resources in the home language of participants, when possible
 - Utilizes an interpreter or conducts training as a cross-cultural team

Examples of Competencies in Practice

- Respects differences and encourages dialogue between learners from different cultures
- Facilitates communication that is culturally relevant and unbiased
- Provides intentional instruction and discussion about a culturally rich learning environment

2. FACILITATION—ADULT LEARNING PRACTICES

STANDARDS:

- Adheres to best practices for teaching adults
- Delivers content that can be effectively transferred from the classroom to the workplace
- Creates an appropriate physical environment
- Creates an appropriate intellectual environment
- Creates an appropriate emotional environment

2A. Creates a room arrangement that is comfortable and appropriate for adults

Training Competencies (Tasks/Behaviors)—Indicators

- Includes necessary tools, equipment and materials prior to and during the workshop
- Ensures that the training environment is physically comfortable
- Includes amenities promised to participants
- Reviews information regarding restrooms, exits, food and breaks

Examples of Competencies in Practice

- Posts signs to direct attendees to the room (if needed)
- Ensures that seating is adult-sized and arranged so that all participants can see and hear the trainer and feel as if they are part of the group
- Minimizes controllable distractions
- Offers comfort in the training environment when possible (for example, adjusts temperature and lighting, plays music as appropriate, offers table fidgets)
- Provides extra supplies, such as pens, sticky notes, and name tents
- Displays materials relevant to the training, such as books, toys, and resource materials/handouts

2B. Delivers training using characteristics of effective speaking

Training Competencies (Tasks/Behaviors)—Indicators

- Demonstrates effective presentation skills (for example, maintains attention by means of physical expression and eye contact, speaks clearly, and varies volume and tone of voice)
- Identifies and responds to non-verbal cues from participants
- Shares personal experiences in a professional manner
- Models effective strategies for working with children, staff, parents, administrators, community members and other stakeholders
- Delivers relevant content for practical application
- Uses experiential, relevant, interactive training techniques

Examples of Competencies in Practice

- Is enthusiastic and confident when delivering training
- Presents self in an open, welcoming posture

- Uses gestures, body language, and facial expressions naturally and effectively
- Spends minimal time behind a podium; moves around if possible to interact with participants
- Speaks neither too quickly nor too slowly; neither too loudly nor too softly
- Stimulates thinking through verbal enhancers (such as analogies and comparisons)
- Uses humor appropriately

2C. Creates group agreement and seeks group input

Training Competencies (Tasks/Behaviors)—Indicators

- Invites participants to clarify, negotiate and adhere to agreements or ground rules for the session
- Monitors how participants respond to the training and adapts the approach if needed:
 - Creates an environment in which feedback is given and received freely
 - Continually assesses and manages group dynamics and addresses issues (including energy levels)

Examples of Competencies in Practice

- Facilitates group agreement about ground rules for the session; posts the rules during the training
- Checks in with the group regarding the pace, content and learning goals of the training

2D. Incorporates collaborative activities to facilitate group interaction

Training Competencies (Tasks/Behaviors)—Indicators

- Provides ample opportunities for dialogue, exploration, reflection and problem solving
- Respects and incorporates the participants' experience and ideas
- Recognizes and employs strategies that accommodate differing abilities and capacities
- Uses a range of effective grouping strategies and activities to promote teamwork and support both individual engagement and group participation

Examples of Competencies in Practice

- Encourages interaction and discussion among participants by facilitating frequent and regular group processing (for example, by means of pair-share, small groups, chart-paper contributions, and large group debriefings and discussions)
- Encourages constructive conversations and furthers the discussion by asking open-ended questions
- Offers opportunities for participants to interact with others they may not typically work with
- Utilizes active learning techniques

2E. Keeps the training focused

Training Competencies (Tasks/Behaviors)—Indicators

- Keeps training focused and on schedule
- Knows strategies to keep the tasks within established time frames, while remaining responsive to the group's needs and concerns
- Is flexible regarding changes in timing, audience, location, set-up and materials; ensures that the training can be easily modified as the need arises

Examples of Competencies in Practice

- Presents agenda/outline at the beginning, but retains some flexibility to support learners' needs
- Allots time appropriately to meet objectives and complete necessary assessments
- Stays on task, keeping participants engaged and bringing the group back if discussion goes off topic
- Uses alerts or other mechanisms (i.e. bells, chimes) for transitions or gaining attention
- Starts and ends promptly and offers timely breaks

2F. Manages unforeseen situations

Training Competencies (Tasks/Behaviors)—Indicators

- Maintains poise in uncomfortable situations
- Cultivates mutual respect and builds rapport between self and participants and among participants
- Is sensitive to, and accommodates, physical, cultural, experiential and other types of differences
- Demonstrates understanding of factors that may create resistance, disruptive behavior, or dissension within training groups, including lack of preparation, mandatory attendance, existing interpersonal conflict among attendees; problems in the work environment; and personal, social and emotional factors of trainings
- Utilizes a variety of group management strategies and intervenes to manage challenging behaviors without alienating either the individual or group (for example, by helping reluctant trainees identify personal learning objectives and develop an investment in the training)
- Recognizes and understands trainees' emotional responses to training content; is able to acknowledge and normalize feelings, help the group identify constructive ways to deal with feelings, and intervene to help a participant deal with acute emotional distress

Examples of Competencies in Practice

- Thinks quickly and reacts appropriately to unexpected questions and situations
- Manages impact of sensitive materials
- Calms disturbances
- Eases embarrassments
- Manages unexpected technological challenges

3. INSTRUCTIONAL DESIGN

STANDARD:

Designs instruction using best practices for adult learners

3A. References the state of Washington or other supporting documents

Training Competencies (Tasks/Behaviors)—Indicators

- Designs lessons to support *Washington State Core Competencies for Early Care and Education Professionals*:
 - Researches and validates content to address particular core competencies
 - Clearly refers in class to the core competencies in order to help participants see themselves within the context of the core competency document
- Organizes the topics and content of the training and designs activities in a way that produces a coherent and integrated curriculum
- Identifies the level of competency to be addressed in the training and clearly matches the content and activities to that level

Examples of Competencies in Practice

- Presents material that is grounded in current research and best practices; includes relevant citations on handouts and PowerPoint slides
- Includes Washington's core competencies in the course information
- Aligns the course description and learning objectives with the core competency areas listed; makes sure the description and objectives support the core competency areas
- Includes the *Washington State Early Learning Guidelines* and other state resources when applicable
- Exhibits knowledge in relevant content areas and related core competencies

3B. Includes active learning experiences and both guided and independent practice in the design

Training Competencies (Tasks/Behaviors)—Indicators

- Explains how she/he is guiding or scaffolding learning (such as by asking questions or offering suggestions and new ideas)
- Is familiar with a variety of facilitation styles and uses an appropriate number of instructional approaches for the length of training
- Incorporates small-group and large-group activities and discussions
- Offers multiple options and otherwise builds flexibility into the plan

Examples of Competencies in Practice

- Chooses activities that are relevant to the training and to real-work settings
- Provides various methods for interacting with the material; honors learning styles and cultural differences by giving attendees options and letting them choose how they will participate (when applicable)
- Circulates and quietly checks for understanding as attendees work in small groups or engage in activities

- Provides participants with:
 - Time to apply the content in meaningful ways
 - Opportunities both for guided practice and for using information independently

3C. Engages the participants and shares training goals

Training Competencies (Tasks/Behaviors)—Indicators

- Clearly and accurately communicates the goals and objectives of the training
- Helps trainees identify unrealistic expectations regarding the training; negotiates to achieve consensus about the desired outcomes of a training session
- Designs the training to engage, motivate and stimulate adults; sustains motivation and engagement of learners
- Describes how this class will help children to be more successful in school and the future; if the class is focused on the adults' skill development, explains how this will affect children's readiness for school
- Shows participants how the training links ECE settings to broader educational systems (such as K–12, kinder-transition programs, and ECEAP)

Examples of Competencies in Practice

- Hooks participants with an interesting story, statistic, fact or case study
- Adapts activities or inserts breaks or energizers as needed to maintain interest and motivate

3D. Provides clear and accurate instructions and demonstrations

Training Competencies (Tasks/Behaviors)—Indicators

- Delivers clear directions and checks for comprehension
- Facilitates activities or processes effectively, including pace and organization
- Repeats comments or questions (when appropriate) to ensure that all participants hear and understand
- Effectively documents the participants' input by accurately recording comments and ideas (using various techniques, such as flip charts and recorders in small groups)
- Effectively co-facilitates with other trainers or professionals (when applicable)
- Uses reflective listening and clarification and effective questioning to encourage group involvement and determine the level of understanding and agreement

Examples of Competencies in Practice

- Uses various methods (such as verbal instructions, confirmation from participants, instructions and notes on flipcharts or white board, PowerPoint slides, and handouts) to ensure that participants understand directions
- Provides a demonstration of a task prior to asking the participants to perform the task
- Offers opportunities for participants to practice new skills and ask questions

3E. Makes use of supporting materials—including technology—to enhance learning

Training Competencies (Tasks/Behaviors)—Indicators

- Can design, develop and incorporate a variety of audio-visual materials (including flip charts, posters, computer-generated visuals, handouts, slides, videos, and audio tapes) to enhance the training and reinforce learning
- Knows how to integrate computerized training aides to enhance training; can design and develop presentations and demonstrations using software such as PowerPoint
- Can use a contingency plan with alternative instructional methods in the event of equipment failure or unexpected emergency, or to accommodate trainees with visual or auditory disabilities
- Knows how to design, produce and distribute handouts in a logical and organized manner
- Knows the laws regarding copyright and plagiarism
- Knows how to cite sources for materials
- Understands the range and types of knowledge and skills that can be most effectively acquired by means of self-directed, computerized learning (e-learning); knows how to integrate interpersonal and trainer-directed strategies that support and augment computer-based and self-directed learning activities
- Understands the strengths, benefits, and limitations of distance learning technologies, such as videoconferencing
- Knows how to use computer-based communication strategies—such as group e-mail, online discussion boards and list serves—to promote dialogue and interaction among learners
- Can modify presentation methods for videoconferencing: for example, knows how to place equipment, position her/himself relative to the camera and to trainees, modulate volume and tone of voice, respond to questions and comments from group members (both on and off-site), modify pace and style to accommodate concurrent language translation, use off-site facilitators, and employ training strategies that avoid “talking heads”
- Can address and resolve technical problems when using computer or videoconferencing equipment during training sessions
- Knows how to use computer hardware, software applications, and agency-specific databases that are relevant to the content area of the training session

Examples of Competencies in Practice

- Is prepared with the materials needed
- When using PowerPoint, applies adequate spacing and font size, includes suitable pictures and color, and makes sure that slides are free of errors
- Prepares handouts that are clear, succinct, appealing, and easy to read
- Operates media devices in an efficient manner (clicks through the slides at the correct time, has videos cued to correct sequence, ensures that audio works correctly, and so on)
- Allows necessary time for participants to take notes or provides copies of PowerPoint slides
- Provides resources for future reference, such as websites, community resources and books

3F. Provides closure (sums up) when moving from one content area to the next

Training Competencies (Tasks/Behaviors)—Indicators

- Scaffolds prior learning when transitioning from one section to the next:
 - Uses summarization, bridging and segues to help preserve continuity
 - Restates the learning objectives when concluding one section and articulating next steps
- Invites participants to continue learning about the topic and suggests additional resources
- Suggests ways to apply the learning in real-life situations and in the workplace

Examples of Competencies in Practice

- Arranges content/information in manageable, measurable blocks
- Adopts a logical format that is easy to follow
- Incorporates reflection activities

4. EVALUATION AND ASSESSMENT (PRE & POST)

STANDARD:

- Utilizes evaluation as part of the training process
- Provides varied levels of assessment and feedback

4A. Assesses the prior learning of participants before beginning the training

Training Competencies (Tasks/Behaviors)—Indicators

- Knows how to use a variety of pre-assessment methods and adjusts the agenda to meet needs
- Establishes and considers measurement of objectives prior to training
- Provides examples and activities that are relevant for adult learners to help stimulate their interest and activate prior knowledge and experience
- Provides a clear link between activities and learning objectives; and aligns activities with application, making sure they are transferable to the workplace
- States the various activities used to apply learning (for example, role play, think/pair/share, reflection and discussion time)

Examples of Competencies in Practice

- Discovers (by means of discussion, activity, pre-test, game, etc.) what participants already know about the topic
- Gathers participants' questions by posting on the 'Parking Lot' (flip chart)
- Conducts an activity to activate prior knowledge of the concepts being presented (scaffolding)

4B. Checks for understanding throughout the delivery of the training (formative)

Training Competencies (Tasks/Behaviors)—Indicators

- Utilizes diverse training models to address various learning styles and preferences (for example, small group work, role-plays, hands-on activities, simulated debates, case studies, lectures and PowerPoint presentations) and monitors the effects
- Facilitates experiential activities to promote participation through active learning techniques
- Uses reflective learning techniques
- Provides timely, sensitive and relevant feedback to the group; challenges ideas in a manner that stimulates creative thinking and promotes growth, while maintaining trainees' self esteem

Examples of Competencies in Practice

- Asks questions to ensure understanding after she/he presents each main concept or objective
- Provides sufficient time for response
- Addresses misunderstandings
- Devises activities that will provide feedback about the learners' understanding of the concepts
- Monitors conversation in small groups and intervenes if necessary

4C. Summarizes main concepts and reviews objectives at the conclusion of the session (summative)

Training Competencies (Tasks/Behaviors)—Indicators

- Concludes by briefly recapping content, relating it to learning objectives, and checking for understanding
- Gives ideas or examples of how to apply the learning in real-life situations and in the workplace
- Offers an opportunity for group feedback and reflection

Examples of Competencies in Practice

- Asks for participants' input (by means of an activity or discussion) when summarizing main concepts

4D. Uses appropriate methods for assessing training outcomes

Training Competencies (Tasks/Behaviors)—Indicators

- Understands the uses and importance of evaluation
- Designs and utilizes different methods, tools, and formats to evaluate training, collect data, and gather group feedback
- Considers the following when collecting data about the training: satisfaction or reaction, learning (acquisition of knowledge & skills), results or impact, and participants' use of new knowledge and skills
- Uses evaluation information, assessment data, and other feedback to revise and improve delivery and content of the training both during and after the event

Examples of Competencies in Practice

- Uses several types of assessment to measure learning (discussions, activities, quizzes, reflection, flip-chart work, projects, evaluations)

Training Design Template

Managed Education and Registry Information Tool

merit.del.wa.gov



Washington State Department of

Early Learning

Professional **D**evelopment **P**athways

CLASS INFORMATION

Training Title:

Description of Training Session:

Training type: ☐ Annual **OR** ☐ Initial

Session Length:

Session Level:

Training Delivery Method: ☐ Classroom/In-person ☐ Correspondence ☐ Online ☐ Hybrid

Target Audience: ☐ Administrators ☐ Child Care Center ☐ ECEAP ☐ Family Home ☐ FFN ☐ Head Start
☐ Military ☐ Parents/Relatives ☐ School-Age ☐ Trainers ☐ Tribal Nations ☐ K-12 Educators ☐ P-3 Educators

Core Competencies: Early Care & Education Professionals

of Hours

- ___ Child Growth & Development
- ___ Curriculum & Learning Environment
- ___ Families & Community Partnerships
- ___ Health, Safety & Nutrition
- ___ Interactions
- ___ Ongoing Measurement of Child Progress
- ___ Professional Development & Leadership
- ___ Program Planning & Development

Core Competencies: School-Age Professionals

of Hours

- ___ Child/Adolescent Growth & Development
- ___ Child/Adolescent Observation & Assessment
- ___ Cultural Competency & Responsiveness
- ___ Families, Communities & Schools
- ___ Interactions with Children/Youth
- ___ Learning Environment & Curriculum
- ___ Professional Development & Leadership
- ___ Program Planning & Development
- ___ Safety & Wellness
- ___ Youth Empowerment

Specific Competency(s):

Training Language: ☐ English ☐ Spanish ☐ Other (please list):

Content Focus Group: ☐ Prenatal ☐ Infants ☐ Toddlers ☐ Preschool Age ☐ Pre-Kindergarten
☐ School-Age ☐ Special Needs ☐ Parents ☐ Staff ☐ Administrators ☐ Other (please list):

Training Methods:

- ☐ Audio-video with facilitation ☐ Case studies ☐ Demonstration & practice ☐ Handouts, printed materials
- ☐ Hands-On activities ☐ Independent study with supervision ☐ Lecture ☐ Materials display ☐ Observation of children
- ☐ Panel discussion ☐ Role-playing, simulation ☐ Self or program assessment ☐ Small group discussion
- ☐ Technical assistance ☐ Visual aids ☐ Other (please list):

LEARNING OBJECTIVES	
Learning Objectives: Topic 1	
Key conditions Desired performance or behavior Criterion or evidence of learning	
Learning Objectives: Topic 2	
Key conditions Desired performance or behavior Criterion or evidence of learning	
Learning Objectives: Topic 3	
Key conditions Desired performance or behavior Criterion or evidence of learning	
Add additional Learning Objectives as needed	
School Readiness Considerations:	
CLASS OUTLINE/ DETAILED AGENDA	
Agenda Timeline	Content and Methods
	Before Class Preparation:
	Class Overview and Instructions:
	Introductions/ Icebreaker:
	Topic 1:

	Topic 2:
	Topic 3:
	Topic 4:
	Class Review/ Wrap-Up:
	Additional Extended Learning or Follow-Up:

EFFECTIVE INSTRUCTIONAL METHODS
--

How content reflects cultural awareness and learner diversity:

Varied Learning Styles Offered:
--

Varied Student Grouping and Interaction :
--

Research Supported: (Please list sources): Content must reflect current research and best practice. At least one reference within the last 5-7 years. However, some material tied to older research is still valid, and should not be overturned as an idea.

ADDITIONAL NOTES OR INSTRUCTIONAL TIPS

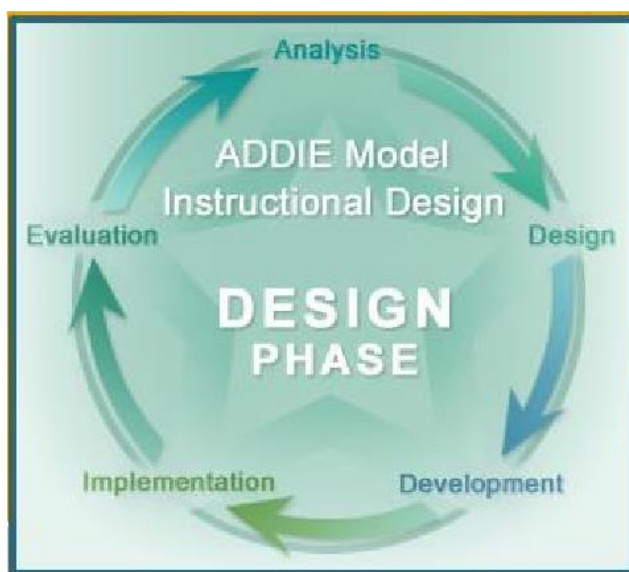
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Professional Development TRAINING Scoring Rubric

Professional Development Training is a state-approved, high quality learning experience that includes a variety of components. Below is an image from the DEL online Trainer Modules about Designing Adult Learning. Quality training is designed based on these 5 components (ADDIE). This rubric offers guidance to the Trainer Approval Board and to the applicant who submits training for Washington State approval.

Analyze, Design, Develop, Implement, Evaluate



The scoring rubric is divided into four sections:

1. Professionalism—Safe, professional, welcoming environment; respectful; culturally sensitive
2. Facilitation—Appropriate for adult learners; effective speaking practices; group input; focused; adaptable in unforeseen situations
3. Instructional Design – WA state documents; objectives; active learning, guided & independent practice; hooks; clear; supports; summary
4. Assessment—pre-assess prior learning; formative (during) and summative (after) assessments; checks for understanding & learning

How the scoring rubric is used:

1. A Trainer Approval Board Member or DEL staff will review the training application using this scoring rubric
2. The training will receive points in each of the 4 competency areas—TAB reviewer will refer to the DEL Trainer Competencies for specific details
3. The training will consist of an agenda with clearly written learning objectives, a lesson plan and sample of handouts, visuals and activities
4. The scores will be reflected in whole numbers and be tallied at the end of each section of this rubric
5. If the training does not meet the scoring criteria required for approval the training application will be returned for additional detail prior to approval.
6. The final comment section at the end of the document will be filled out to provide feedback to the applicant.

Categories	Total Points
Professionalism	/9
Facilitation	/18
Instructional Design	/18
Assessment	/12

_____/57 (45 points required for approval)
 _____/Approved; Yes or No

I, _____, have carefully evaluated the unit example using the criteria established in the scoring instrument.
 (Print name of TAB Reviewer)

 (Signature of TAB Reviewer)

 (Date)

Title of Training: _____

Professionalism					
1.A. Creates a welcoming learning environment—setting the stage <ul style="list-style-type: none"> Prepares for a successful start to the training Utilizes an ice breaker Lists ways to make the environment professional and welcoming 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
1.B. Demonstrates respect for individual/audience needs <ul style="list-style-type: none"> Lists examples of respectful support for the participants Lists methods of ensuring flexibility towards the audience 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
1.C. Respects the diversity of the participants and demonstrates cultural sensitivity <ul style="list-style-type: none"> Respects differences to bridge learners from different cultures Communication is culturally relevant and anti-bias Accommodates for participants' learning needs Intentional instruction and discussion about a culturally rich learning environment 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer

Facilitation—Adult Learning Practices					
2.A. Creates a room arrangement that is comfortable and appropriate for adults <ul style="list-style-type: none"> Describes ways that this training is arranged for adult learners Materials to accompany course are ready and available 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
2.B. Delivers training using characteristics of effective speaking <ul style="list-style-type: none"> Describes ways to engage learners through interaction Uses interesting examples, stories, humor, analogies 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer

2.C. Creates group agreement and seeks group input <ul style="list-style-type: none"> Establishes group agreement, ground rules Checks in with group on their learning goals, if possible 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
2.D. Incorporates collaborative activities to facilitate group interaction, if possible <ul style="list-style-type: none"> Creates meaningful methods for group interactions and collaboration Includes sharing in groups (small, large, partners) Open ended questions Debrief learning experiences Utilizes active learning experiences 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
2.E. Keeps training focused <ul style="list-style-type: none"> Lists learning objectives for the training Explains learning objectives or goals to the participants Outline or agenda developed for the training Offers breaks and change of pace 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
2.F. Manages unforeseen situations <ul style="list-style-type: none"> Offers optional activities, depending on the group's needs Provides for alternative teaching methods if needed 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer

Instructional Design					
3.A. Washington State, other supporting documents referenced <ul style="list-style-type: none"> Material presented is grounded in current research and best practice, i.e. citations on handouts and Power Point slides are used WA State Core Competencies are included in the course information Course description and learning objectives are aligned and linked to support 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer

competency areas listed <ul style="list-style-type: none"> • WA State Early Learning Guidelines and other state resources are included as it applies to the content • Exhibits knowledge in content area and the related competencies 					
3.B. The design includes active learning experiences, guided practice, and independent practice <ul style="list-style-type: none"> • Various methods for interacting with the material are provided, honoring learning styles and cultural differences by offering options for participants • Learners have time to apply the content in meaningful ways to ensure transfer of knowledge • Opportunities are provided for guided practice with trainer's assistance • Additional opportunities are provided to use information independently from trainer to establish learning or ask questions • Activities are relevant to the training and to real work settings (relevant) 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
3.C. Engages the participants <ul style="list-style-type: none"> • Hooks participants with an interesting activity, story or fact, capturing participants' interest in the training 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
3.D. Delivers clear instructions and provides accurate demonstrations <ul style="list-style-type: none"> • Ensures participants' understanding of directions using various methods, i.e. verbal instructions, confirmation from participants, instructions posted on flipchart, white board, PPT, handouts, etc. • Provides demonstration of a task prior to asking the participants to perform the task, if appropriate • Offers opportunities for participants to practice new skills and ask questions 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer

3.E. Support materials enhance learning, including technology <ul style="list-style-type: none"> • Training includes support materials needed to enhance topic • Power Point has adequate spacing and font size, use of pictures and color and are free of errors • Handouts are clear and easy to read, not too much print on a page, white space used for ease in reading • Provides resources for future reference such as websites, community resources, books 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
3.F. Provides closure/summary from one content area to the next <ul style="list-style-type: none"> • Connects material from one section to the next • Content is arranged in manageable blocks of information that is measurable • Content flows smoothly, in a logical format that is easy to follow 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer

Evaluation and Assessment (Pre & Post)					
4.A. Pre-assess for prior learning <ul style="list-style-type: none"> • Discovers what participants already know about the topic through discussion, activity, pre-test, game, etc. • Gathers participant's questions by posting on the 'Parking Lot' (i.e. flip chart, white board, post-its) • Conducts an activity to activate prior knowledge of the concepts being presented (scaffolding) • Helps participants to engage in the topic 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
4.B. Checks for understanding throughout delivery (formative) <ul style="list-style-type: none"> • Asks questions to ensure understanding after each main concept/objective is presented • Provides sufficient time for response • Addresses misunderstandings • Provides feedback to enhance learning 	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer

<ul style="list-style-type: none"> Activities provide feedback to trainer about learners' understanding of the concepts Monitors conversation in small groups and intervenes, if necessary 					

4.C. Summarizes main concepts/reviews objectives at the close of the session (summative)	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
<ul style="list-style-type: none"> Reviews main concepts and learning objectives Asks for participant input in summarizing main concepts, either through an activity or through discussion Trainer provides a summary and closure at the end of the training 					

4.D. Uses appropriate methods for assessing training outcomes	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
<ul style="list-style-type: none"> Uses several types of assessments to measure learning (discussions, activities, quizzes, reflection, flip chart work, projects) 					

Final Comments Section: (please record specific comments that will be released to applicant upon request)

Guide for Distance Learning

This is a guide for state approved trainers who offer online, self-paced and hybrid training opportunities. In this guide you will learn more about how to design your training and engage participants.

Online Training should:

- Include an interactive component of learning with the trainer and if applicable, peers. This may include discussion boards, online forums, email exchanges, open office hours, etc.
- Be designed to allow reflective learning and a self-assessment of current content knowledge.
- Give participants an expectation to observe and/or apply new knowledge in an interactive way. This may include observation assignments, demonstration of implementation through video submission, photographs, reflective journaling, etc.
- Provide feedback responding to participant assignments, reflections, etc.
- Participate in interactive learning with the trainer/instructor and peers as applicable.
- Engage in structured opportunities to work with the training content including reflection, observation and demonstration in an interactive method.

Self-Paced/Correspondence Training:

Self-paced/correspondence training is designed to help participants to complete training at a pace that fits within their daily routines. Examples of self-paced/correspondence training include:

- Watching training modules and completing specified assignments.
- Reading a specific article or text and completing an assignment or report.

Self-paced/correspondence training should include:

- Reflective learning opportunities
- A self-reflection of current content knowledge

- An expectation to observe and/or apply new knowledge in an interactive way. This may include observation assignments, demonstration of implementation through video submission, photographs, reflective journaling, etc.
- Provide feedback responding to participant assignments, reflections, etc.
- Engage in structured opportunities to work with the training content including reflection, observation and demonstration in an interactive method.
- Demonstrate an increase in new content knowledge.

Hybrid Training:

Hybrid training is designed with an in-person component and a self-paced component with either correspondence OR online learning. Hybrid trainings must include:

- A minimum of one in-person training session
- Include an interactive component of learning with the training facilitator/instructor and peers if applicable. This may include discussion boards, online forum, email exchanges, open office hours, etc.
- Be designed to allow reflective learning and a self-assessment of current content knowledge.
- Give participants an expectation to observe and/or apply new knowledge in an interactive way. This may include observation assignments, demonstration of implementation through video submission, photographs, reflective journaling, etc.
- Provide feedback responding to participant assignments, reflections, etc.
- Engage in structured opportunities to work with the training content including reflection, observation and demonstration in an interactive method.
- Demonstrate an increase in new content knowledge.

